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ABSTRACT

The study attempted a comprehensive evaluation of the process and product of a school-based job placement model operating in three Pennsylvania area vocational schools (AVTS). Random samples of AVTS and sending school seniors were post-tested on employability skills. Students, parents, school personnel, employers, Bureau of Employment Security (BES) personnel, and community contacts were surveyed. Study objectives were to assess job placement specialists' performance in: (1) preparing students with job searching skills and knowledge; (2) job matching (finding jobs satisfying students' interests and training); and (3) establishing and maintaining cooperative working relations with BES. The study concluded that a formalized placement service can increase the probability of a student obtaining employment over those schools who do not have such a service. Further, students utilize such a service if it is available, and, along with their parents, employers, and others, believe that the school should provide such services. Finally, better cooperation between the school and BES can lead to effective job placement. Findings are supported with statistical data throughout. Selected recommendations addressing the pilot job placement projects deal with the continuation and improvement, where appropriate, of the projects' successful practices. Project-related materials and survey instruments are appended. (BP)

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An Abstract of the Final Report
Project Number 19-4801

Evaluation of Three School-based Job Placement Projects in Pennsylvania

MAR 01 1976

by

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November, 1975

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Research Coordinating Unit

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Abstract

Objectives of this study were to assess the job placement services (JPS) in terms of: (a) placing students in jobs, (b) placing students in jobs related to their training, (c) following-up student groups, (d) teaching employability skills, (e) establishing cooperative relationships with the Pennsylvania Bureau of Employment Security (BES) and industry, (f) determining attitudes of seven client groups toward JPS, and (g) determining the costs of providing the JPS. Random samples of area vocational-technical school (AVTS) and sending school seniors were post-tested on employability skills. Populations of placement specialists (PS), AVTS administrators and staff, BES personnel, and samples of students, recent graduates, parents, employers, and community contacts were surveyed using locally produced questionnaires. In addition, selected individuals were interviewed. Other data accrued from anecdotal records, final reports, and project site visits.

The project schools' placement records, unemployment rates, training relatedness placements, and utilization of services were better than any comparable group researched. The PS's spent almost one-third of their time establishing cooperative relationships with BES and industry and they were quite successful. Over two-thirds of all the non-student groups were aware of the JPS' functions and activities and all of these groups felt strongly that such services should be available all year round for all students. The majority of all groups felt providing students with four major types of occupational information services was either very important or important. Only one of five planned follow-up and feedback activities was completed by each of the PS's. Several

techniques for employability skills instruction were implemented but the non-AVTS students had significantly higher mean scores than AVTS students on two subtests of career maturity competence. During the fiscal year, one PS divided his time among the following activities: 25.7% with placement and follow-up services, 24.8% communicating with BES and industry, 7.0% conducting employability skills instruction, and 41.6% performing general administrative activities.

Final Report

Evaluation of Three School-Based Job Placement Projects in Pennsylvania

(Project No. 19-4801)

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November 1975

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CHAPTER I

Summary

It has been documented that many school systems have not been active in job placement and employment counseling. However, in recent years a number of job placement service models were developed and implemented, but only minimal attention has been given to the evaluation of these efforts. Therefore, this study attempted a comprehensive evaluation of the process and product of a school-based job placement model operating in three Pennsylvania area vocational schools.

Objectives of the study related to an assessment of the performance of the job placement services personnel in:

- preparing students with job searching skills and knowledge;
- job matching, that is, finding jobs to satisfy students' interests and training; and
- establishing and maintaining cooperative working relations with the Bureau of Employment Security (BES).

More specifically, in evaluating the job placement projects, this investigation provided answers to the following research questions:

1. How effective were the job placement projects in terms of placing students in jobs commensurate with their ability and interests?

2. How effective were the job placement projects in terms of placing students in jobs related to the curriculum in which they were trained?

3. How effective were the follow-up services of the job placement projects and how does their data compare with other secondary vocational graduate follow-up data?

4. How effectively did the job placement services prepare youth leaving school with employability skills (e.g., resume preparation, interview skills, self-appraisal, occupational information and career planning) for obtaining employment?

5. How effective were the job placement services at establishing cooperative relationships with the local BES, business and industry which facilitated successful entry of youth into employment?

6. What are the attitudes of students, parents, AVTS administrators and staff, employers, community contacts and BES personnel toward the job placement project services?

7. What knowledge, participation rates and attitudes do students, parents, AVTS administrators and staff, employers, community contacts and BES personnel have concerning Pennsylvania's Computer Assisted Placement Services (CAPS) project?

8. What were the costs of providing the components of the job placement services at a typical site?

The procedures involved the use of selected experimental and quasi-experimental methods for addressing the research questions. Evaluation data were obtained using anecdotal records, conducting interviews and administering of questionnaires and inventories. The target populations were those client groups affected by the job placement projects. These included seniors served by the project's placement specialist (PS), 1974 area vocational school graduates, school administrators and staff, employers, community contacts and participating BES personnel. Additionally, a control group of high school seniors was involved. Only student samples from their respective populations were selected using random sampling techniques.

Several different nationally and locally produced instruments and forms were employed to collect the data. Specifically, Crites' Career Maturity Inventory (CMI) was the instrument used to assess the career attitude maturity and career competence maturity of the experimental and control students. The CMI is defined as measuring maturity of attitudes and competencies thought to be critical in the process of career decision-making. The locally produced job placement evaluation questionnaires (JPEQ)--one for each client group surveyed--were designed to obtain information and attitudes on major components of placement services. The JPEQ's were divided into two groups: the student version and the nonstudent version. Several interview guides were developed in order to assess the reliability of questionnaire responses and to permit greater probing of respondents' attitudes, opinions, concerns or problems about the job placement projects. The Placement Anecdotal Record Survey (PARS) was designed to convert narrative reports, which were submitted weekly by the placement specialist, into objective data. These data focused on the major project activities as conducted by the placement specialist. Finally, other information and data were obtained from the 1974 and 1975 project final reports and through periodic project visitations.

Data analysis included both descriptive and inferential statistical methods.

Results of the study were outlined according to the collected data and information addressing the eight research questions. The following are selected findings relating to those questions.

Concerning the first question, it was found that the job placement specialists did conduct placement service activities in line with the project model. The three schools consistently had higher placement percentages and lower unemployment rates than any comparable group located in the literature review. Also, seniors and recent graduates from the three pilot schools used the job placement services much more than any other comparable research groups used their own services. However, it appeared that the components of follow-up and feedback did not receive sufficient attention as outlined in the original proposal.

In regard to the question of how effective the projects were in placing students in jobs related to training, two significant results are offered. One, the specialist spent 75 per cent of the time in contacts with students relating directly to the service of finding job related placements. As a result of that effort, it was found that 68 per cent of their 1974 graduates were placed in curriculum related jobs. However, it should be noted that the authors are fully aware of the many other variables, such as economic, educational, etc., which have a significant effect on the placement of individuals in training related or unrelated jobs.

The results from the question pertaining to the effectiveness of follow-up services indicated that these procedures and their quality varied between the schools. It was found that nearly eight per cent of the specialists' time in one fiscal year was spent on follow-up and feedback activities.

Preparing students with employability skills, e.g., resume preparation, interview skills, self-appraisal, occupational information and career planning, was ranked third out of 20 major contributions of the placement project by AVTS administrators and staff members. Further, it was calculated that the specialists spent 3.4 per cent of their time conducting employability skills instruction. Significantly, it was found the control groups scored higher on two career competency subtests (occupational information and goal selection) than the experimental groups.

In assessing the effectiveness of the job placement services at establishing cooperative relationships with the local BES and industry, it was found that the specialists spent 31.2 per cent of their time at this activity. Moreover, the specialists did conduct the majority of the planned cooperative activities with the local BES offices.

The attitudes toward the job placement project services were as follows: a selected sample of AVTS students, non-AVTS students, 1974 AVTS graduates, parents, administrators and faculty, employers, community agencies and BES personnel (50 per cent in two groups and 80 per cent in six groups) considered it important to very important to provide students with information on locating jobs. When a sample of 1974 graduates and 1975 senior students were asked to rate the job placement service on its performance in providing job placement information, 78 per cent of those individuals rated the performance as good to excellent. Further, of the 1974 graduates who were asked if they used the services of the job placement specialist, 86.5 per cent (45) said yes and 13.5 per cent (7) said no. When selected local employers were asked if they used job placement services in hiring a student, 84.5 per cent (71) said yes and 14.3 per cent (12) said no. For those employers who answered yes, 95.6 per cent (18) indicated that the job placement services were satisfactory and 2.8 per cent (2) said that they were unsatisfactory.

With reference to the question on the knowledge of, participation in and attitudes toward the Computer Assisted Placement Services (CAPS) project, it was indicated that because of relative newness of the project it was difficult to assess its impact. It should be noted that prior to the completion of this evaluation, the CAPS program was discontinued. Therefore, sufficient data were not available to validly answer the question. However, it was noted only a very small number (7 of 82 or 8.5 per cent) of the employers surveyed in this study were participating in Pennsylvania's CAPS project.

The final question focusing on a cost analysis of the various job placement service components provided the following selected data. With respect to the time and project funds spent on various categorical work items, it was found that seven per cent was spent on employability skills training; 24.8 per cent was spent on communications with BES and industry; 25.7 per cent on placement and follow-up services; 41.6 per cent on general administrative activities; and 0.9 per cent relating to nonjob placement service duties.

A major conclusion based upon the results of this study is that a formalized placement service can increase the probability of a student obtaining employment over those schools who do not have such a service. Further, the students utilize such a service if it is available, and they, along with their parents, employers and others, believe that the school should provide such activities. Finally, better cooperation between the school and BES can lead to an effective job placement service for the students.

Selected recommendations addressing the pilot job placement projects deal with the continuation and improvement, where appropriate, of their successful practices. A logical recommendation would be that they strive to maintain high job placement, training relatedness and student utilization of service rates. Additionally, the placement specialist should maintain the cooperative relationships they have planned and established with the BES and industry and improve upon certain aspects of the relationship, where appropriate.

CHAPTER II

INTRODUCTION

Background

With the passage of the Vocational Education Act of 1963 and the 1968 Amendments, considerable attention has been given to the placement concept. Specifically, the concern has been on job placement services for youth. One consequence of this renewed interest was that a number of schools, some on their own initiative and many with assistance from both federal and state agencies, became actively involved in developing and operating job placement centers. This was caused in part by federal legislation and certain socioeconomic factors.

These efforts addressed specific questions focusing on the development, operation and evaluation of job placement services for youth. Decisive questions included: Who is responsible for the administration and operation of job placement services? What are the processes and products that constitute a job placement program? When should job placement occur? How can the effectiveness of job placement services be measured? How can interagency efforts be coordinated to avoid duplication and competition so as to maximize client benefits?

Answers to these questions were and in some cases still are not completely answered. Many individuals expressed a reluctance to address these questions because they required reorientation of certain educational services, namely guidance and cooperative education. Also, the addition of new services or reoriented ones which would increase personnel and the budget were considered suspect. However, there were persons and agencies who accepted the challenge to investigate the placement services problem.

Possibly, one factor which may have convinced individuals or agencies to at least consider job placement services was the growing problem of unemployment. High unemployment rates caused many parties to seek any and every alternative to alleviate this labor market condition. Because of this situation, a number of job placement programs were developed. These programs were developed not only to assist in bridging the gap between school and the world of work, but also to provide relevant information for evaluating and redirecting educational program offerings. Additionally, these job placement services were viewed by many as one means of assisting in the determination of educational accountability.

Historical and Legislative Background

One initial thrust for establishing placement services for youth began in the early 1900's when Parsons (1909) defined the field of vocational guidance. It could be inferred that he expressed the belief that placement should be a cooperative enterprise engaging the services of the school, the community and the individual (pp. 98-100). With the passage of time and federal legislation, these fundamental concepts of job placement remained somewhat unchanged, and the public concern varied with changing socioeconomic and educational priorities.

One example of continuous concern and involvement in placement services for youth has been the Baltimore public schools. Buckingham (1974) reports that since

1928, the placement service in Baltimore has grown from two placement counselors to 46 trained professionals based in 27 secondary schools of various types and one adult center. Since its inception, the program, which provides free, year-round services to both students and employers, has placed approximately 70,000 students in full-time jobs, 60,000 in part-time jobs and 40,000 in temporary or summer jobs.

It wasn't until the passage of the Vocational Education Act of 1963 and the 1968 Amendments that placement in the secondary schools became a major issue. In 1964, Venn suggested that existing job placement practices at the high school level were ineffective or nonexistent although the need was acute and complex. Further, he recommended, "high schools, two-year colleges, universities and state departments of education should encourage employers to make greater use of the placement offices of educational institutions." (p. 174)

With the impetus provided by the aforementioned federal legislation, several cities began to develop job placement activities. Job placement programs with an innovative component were begun in 1966 in Indianapolis, Indiana; Charlotte, North Carolina; and Newark, New Jersey. In these placement projects, computers were used to help match individual students with available blue collar jobs. The Akron-Summit County, Ohio schools have had a well-developed job placement project operating for several years.

The career education movement of the 1970s added considerably to the rise in importance of placement services. Recently, the Georgia State Department of Education, using locally developed materials, conducted training programs for over 40 local school systems toward initiating job placement programs. Similarly, the Texas State Department of Education provided training for more than 50 local educational agencies. On July 1, 1974, the U.S. Office of Education awarded the National Association for Industry-Education Cooperation (NAIEC) a contract to develop a detailed training program curriculum for local school system-based job placement service programs. Presently, the first draft of the training manual is being field tested and evaluated by 31 local educational agencies in three participating states. Further, the National Advisory Council on Vocational Education (NACVE) is conducting a project to encourage state departments of education to train job placement specialists. It is anticipated that the NACVE team will use the NAIEC placement services training manual as the basis of the training courses (NAIEC Newsletter, October 1975, p. 4).

Florida was the first state, in 1973, that passed legislation requiring all secondary schools and all two-year postsecondary schools to provide job placement services to all students. Virginia passed similar job placement legislation in early 1975. In Michigan, similar legislation has passed one state chamber and is expected to pass the other chamber in the near future. An analysis of these pieces of statewide legislation reveals that they provide minimal direction or guidance; one could infer that the legislation was intended to provide impetus for local agencies to develop the specifics of the placement programs.

Various legislation and documents affecting Pennsylvania in regard to job placement services included:

1. Public Law 88-210: Vocational Education Act of 1963. Section 5 indicates that a state which desires to receive its allotments of federal funds under this part shall submit through the state board to the commissioner a state plan which provides for entering into cooperative arrangements with the system of public employment offices in the state.

2. Agreement between the Pennsylvania State Employment Service (PSES) of the Bureau of Employment Security (BES) and the Bureau of Vocational, Technical and Continuing Education (BVTCE) of the Department of Public Instruction (DPI) dated September 30, 1964.

The purpose of this cooperative agreement was to outline, in conformity with existing federal and state laws and regulations, the broad responsibilities of the Pennsylvania BVTCE of the DPI and the PSES implementing the provisions of Public Law 88-210, Vocational Education Act of 1963. Further, it was designed to set forth the basic principle and guidelines which will facilitate the operating programs of both agencies.

Certain basic guidelines relating to placement were defined. It specified that the BVTCE shall refer school dropouts, graduates and persons completing training to the PSES for counseling and placement services.

3. Regulations of the State Board of Education of Pennsylvania, Chapter 17, Guidance Services, dated December 1, 1967. Specific reference is made to "placement assistance for students entering the labor market directly prior to or upon graduation from high school." (17-230 K)

4. Public Law 90-576: Vocational Education Amendments of 1968. Section 123(a) again refers to federal funding and the submission of a state plan involving cooperative arrangements with the system of public employment offices of the state. Further, in Part D, Section 141, the following is stated:

> The Congress finds that it is necessary to reduce the continuing seriously high level of youth unemployment by developing means for giving the same kind of attention as is now given to the college preparation needs of those young persons who go on to college, to the job preparation needs of the two-out-of-three young persons who end their education at or before completion of the secondary level, too many of whom face long and bitter months of job hunting or marginal work after leaving school. The purposes at this point, therefore, are to stimulate through federal financial support new ways to create a bridge between school and earning a living for young people who are still in school, who have left school either by graduation or by dropping out or who are in postsecondary programs of vocational preparation and to promote cooperation between public education and manpower agencies.
>
> In Section 143 of Part D of the 1968 Amendments it states that exemplary programs should be developed for all students that involve 'intensive occupational guidance and counseling during the last years of school and for initial placement.' (p. 18, emphasis ours).

5. Third Report: NACVE, July 10, 1970 includes these statements: "Employment is an integral part of education. . .every secondary school should be an employment agency and this practice must become universal." (p. 3)

Under the influence of such measures as mentioned above, several Pennsylvania school districts have identified job placement as a high priority function and several have developed centralized, school-based job placement services for their student populations. The Pittsburgh Public Schools formally since 1962, and to some extent in the 1940's and 1950's, have operated a program of full-time job placement services. A review of projects currently being funded in Pennsylvania through Parts B, C and D of the Vocational Education Amendments of 1968 reveals that many school districts are engaged in activities with the specific purpose of providing job placement services. Other school districts have identified job placement as a priority need area and have begun similar programs.

Many studies and developmental projects have been conducted defining various model programs as an integral part of pupil personnel services or a separate program in some other area of either general, academic or vocational education. The studies provide support for the needs of a job placement service at the secondary level and point to the inadequacies in existing job placement services.

Several deficiencies in providing job placement services for secondary youth have been noted. Rosen (1970) states that counselors must take a more active role in helping young people make the transition from school to work. He advocates that counselors act as change agents by recommending to employers whose hiring standards are not valid that they should be modified. Although one can concur with this proposed strategy, one can question whether this is one of their roles. Further, one can question their training and background with respect to knowing about or understanding the complexity of occupational or labor market information, especially at the local level. Venn (1964) offers support by concluding that the educators' failure to understand the relationship between their work and the future occupational role of their students has inhibited the development of vocational guidance, placement and follow-up services, despite pleas, recommendations and studies to the contrary. (p. 149) However, since 1964 there is supporting evidence showing a marked degree of attitudinal and programmatic change in many guidance agencies.

Placement services can be viewed as the last practical step in the formal educative process. This step can help to make the students' education socially and economically effective.

In summary, the concept of placement is dated and has progressed over time nurtured by socioeconomic conditions and changing educational priorities. Legislation seemingly has been the prime sponsor for initiative in developing and operating programs--programs which have identifiable inadequacies.

Need for the Study

The major concern of this investigation is the evaluation of three school-based job placement services projects operating in Pennsylvania. An underlying assumption of such an investigation is that administrators and practitioners of the target and similar placement services projects are most effective in their endeavors when they replace intuition with objective information. Project personnel can use the resulting objective information to revise and adjust their operations and activities so as to better provide placement services for youth.

The need for this type of research is borne out by Angelini and Murphy (1975) who say that:

> The demand is increasing for reliable and valid information about the operation of service-oriented programs by program funders and administrators. Those who provide funds need the information in order to decide which program to support. Program administrators need the information to operate their programs and to determine whether they are meeting their goals. (p. 4)

A paucity of formal evaluation was evident in many of the developmental and operational programs reported earlier. Similar results appear in the literature. Little (1970), in a very comprehensive review and synthesis of research on the placement and follow-up of vocational education students, including 101 items published between 1957 and 1969, found:

> The basic weaknesses of the studies, from the research point of view, is their weak design and inadequate statistical treatment. In fact, many of the studies were not conceived as research. They provide much information but little knowledge. (p. 38)

Further, he states that "the search for studies dealing specifically with placement activities was practically fruitless." (Emphasis ours, p. 36)

Effective job placement projects were typically judged as those which placed the greatest number of individuals in jobs. However, the volume of placement isn't the ultimate evaluation for job placement services. Zanzalari (1960) found that the lack of satisfactory criteria for evaluation was evident in the placement function of the student personnel service program. Further, Reed (1946) stated:

> Appraisal (of the placement service) may be made not only of the end results of placement procedures but also of each step in the procedure and the contribution of each functionary. . . this means, of course, that evaluation should be made on two bases, against a common standard and against objectives. (p. 105)

Various evaluative criteria for job placement services appear to be logical and consistent with the intent of the placement services. Certainly, data on the number of students available for placement and the number ultimately placed in jobs would be essential. The question, "Does the program effectively serve the intended clients?" and, "Are the services being delivered as planned?" need to be answered and documented with reliable data. The impact of project activities and services, in terms of attitudes on the various groups served, need to be presented. Lastly, costs of providing the job placement services need to be documented.

Wasil (no date) states that evaluation of job placement services "should involve students, employers, teachers, counselors, parents and community groups." (p. 8) He also concludes that "evaluative data can be utilized for curriculum modification, in-service training, newspaper, television reports as well as for the modification of the placement service." (p. 8)

In summary, it appears now that the present interest generated by legislation and tight labor market condition is not only addressing the problem of inadequate job placement services for youth but, equally important, the need to evaluate the programs that do exist in an operational state.

Pennsylvania's School-Based Job Placement Service Model

Recognizing the need for comprehensive career placement services, the Pennsylvania Research Coordinating Unit for Vocational Education, in cooperation with the Lancaster County Area Vocational-Technical School, developed and published the School-Based Job Placement Service Model (1972). This model presented a definitive structure and guidelines for establishing a full-time job placement service in schools. It proposed a system for providing local schools with information about job opportunities previously unavailable. One unique and vital component of this school-based job placement service model was the call for a cooperative working relationship between the school and the Pennsylvania BES concerning job opportunities and placement.

Three area vocational-technical schools (AVTS) in Pennsylvania have secured funding for projects establishing and implementing the job placement services outlined in the model described above. These job placement services have been in operation since February 1974 at schools located in diverse communities of Pennsylvania. In order to preserve the identity of the job placement services projects, which are the subject of this evaluation effort, and still present relevant information about the project implementation sites and their resultant data, the three schools will hereafter be referred to simply as School A, B and C.

School A is a comprehensive AVTS serving students of two adjoining counties in east-central Pennsylvania. Built at the cost of $3,680,000, the school began operation in September 1969. It offers four technical and 13 vocational courses to students of six sending schools attending on a full-time basis. All students are bused to the facility. During the 1974-75 school year there were 221 tenth graders, 193 eleventh graders and 195 seniors for a total enrollment of 609 students. A full array of curricular and cocurricular activities are staffed by three administrators and 37 faculty members.

School A is situated in two counties in a semiagricultural area of Pennsylvania encompassing 611 square miles, 44 per cent of which are woodlands and 45 per cent are crop and pasture lands. Dairy products are the chief agricultural profit maker, with poultry products being second and flowers and foilage plants third. The combined population in 1970 was 71,622, 40 per cent urban and 60 per cent rural. Per capita income in 1968 amounted to $3,392 which was just under the state average of $3,413. Manufacturing is the largest industry in both counties with textile mill products and aircraft engines and engine parts being the largest employers. Seventy-two of the counties' 120 manufacturing firms are located in three municipalities whose populations range from 6,000 to 12,000 persons. The unemployment figure for this labor market area rose to a high of 17.3 per cent, significantly above the state and national figures.

School B is a comprehensive area vocational-technical high school serving students from seven urban and suburban school districts located in and around a medium-sized city in southwest-central Pennsylvania. Completed in 1970 at a cost of $10,311,855, the facility includes 42 shops and laboratories plus classrooms situated on a 90-acre tract of land. School B offers 20 skilled craft, five business and office and 12 technical courses plus a complete academic program. Students attend on a full-time basis and participate in numerous cocurricular activities including interscholastic sports. During the 1974-75 school year there were 525 tenth graders, 562 eleventh graders and 513 seniors taught by a faculty of 100 (42 academic, 37 vocational, 21 others) supervised by an administrative staff of seven.

School B is located in a southwest-central county of the state in semi-mountainous terrain over the eastern flank of a [illegible] bituminous coal belt. The county's 692 square miles include 64 per cent [illegible]est land and 19 per cent park including a lake with 26 miles of shoreline located in the county along with other recreational facilities, especially fishing and hunting. The county population in 1970 was 186,207, 59 per cent urban and 41 per cent rural. Per capita income in 1971 amounted to $3,195. The main sources of revenue include manufacturing, mining and agriculture. Primary metal industries employ 60 per cent of the county work force in just three large plants. These plants are located in the largest city in the county. Its 1970 population was 42,476, and it contains 62 of the county's 153 manufacturing firms. The county's 1973 manufacturing wages and salaries totaled $204.4 million while agriculture reported cash receipts of $8.4 million in 1972.

School C is one of three AVTSs in a populous county located in the eastern part of the state. The school serves students from a medium-sized city and one adjoining township on a half-day attendance basis. Situated on a 57-acre plot, built at a cost of $4,125,000 and completed in 1967, the school's 35 technical and vocational teachers offer a variety of courses. There are six administrators in School C. During the 1974-75 school year the enrollment included 505 sophomores, 457 juniors and 339 seniors. Business education students from two public and two parochial schools in the area are served by the school's job placement project.

School C is located in the 9th most populous county of Pennsylvania. Settled first in the early 1700s and later by groups of highly skilled farmers, artisans, potters, printers and weavers, the county and surrounding area are known as "Pennsylvania Dutchland." The county is 862 square miles in area, 32 per cent in forest land and 47 per cent in crop and pasture land. The county's 1970 population was 296,382 with 64 per cent classified as urban and 36 per cent classified as rural. In 1968 per capita income was $3,523. Agriculture and manufacturing are the chief industries. In 1971 agriculture reported cash receipts of $47.8 million mainly from dairy, livestock, horticulture and poultry farming. School C is in the largest municipality and county seat (87,643 population in 1970). Of the county's 608 manufacturing firms, 220 are in the city. They represent a very favorable industrial classification mix. Total wages and salaries paid in 1972 were $204 million in the city and $31.4 million in the adjoining township.

Statement of the Problem

The major problem of this study was to evaluate the effectiveness of three school-based job placement projects functioning in Pennsylvania's secondary schools in order to add to the store of knowledge about this vital segment of the educational program.

As educators we have a commitment to our students to provide these job placement services in the most effective, beneficial way we know. Therefore, this study fully evaluated the three job placement projects currently being implemented, analyzed their effectiveness and made recommendations concerning the integration of employability services involving school personnel, local/state-related employment services, community agencies and employers.

Generally speaking, this study investigated the following broad questions: (1) How well did the programs serve the intended consumers? (2) Were the services delivered as planned? (3) At what costs were the services provided? and (4) What were the attitudes of the various client groups being served?

More specifically, in evaluating the job placement projects, this investigation provided answers to the following research questions:

1. How effective were the job placement projects in terms of placing students in jobs commensurate with their ability and interests?

2. How effective were the job placement projects in terms of placing students in jobs related to the curriculum in which they were trained?

3. How effective were the follow-up services of the job placement projects and how does their data compare with other secondary vocational graduate follow-up data?

4. How effectively did the job placement services prepare youth leaving school with employability skills (e.g., resume preparation, interview skills, self-appraisal, occupational information and career planning) for obtaining employment?

5. How effective were the job placement services at establishing cooperative relationships with the local BES and businesses and industry which facilitated successful entry of youth into employment?

6. What are the attitudes of students, parents, AVTS administrators and staff, employers, community contacts and BES personnel toward the job placement project services?

7. What knowledge, participation rates and attitudes do students, parents, AVTS administrators and staff, employers, community contacts and BES personnel have concerning Pennsylvania's Computer Assisted Placement Services (CAPS) project?

8. What were the costs of providing the components of the job placement services at a typical site?

Assumptions

1. Human behavior can be viewed from a vocational perspective not unlike a social, psychological or sociological point of view. (Herr, 1970, p. 10)

2. Vocational development is an aspect of personal development and, thus, worthy of scientific investigation. (Super, 1957, p. 185)

3. The central purpose of American secondary education is the preparation for a meaningful, productive life including either paid or volunteer work.

Limitations

The following limitations pertain to this study:

1. This study was limited to the students, parents, AVTS administrators and staff, employers, community contacts and BES personnel of the three participating job placement services projects. Explanations of how these various samples were selected appear in the Populations and Samples subsection of Chapter IV.

2. This effort was limited to the extent that the various samples involved in the study understood and responded honestly and to the best of their ability on the instruments used in data collection.

3. The data collection phase of this study was performed during the months of March through June 1975.

4. This investigation was limited to the extent that all of the assumptions required in each of the statistical treatments were met.

Definitions

In order to provide clarification for terms used in this study, the following definitions are provided:

Attitudes "are selectively acquired and integrated through learning and experience; that they are enduring dispositions indicating response consistency and that positive or negative effect toward a social or psychological object represents the salient characteristics of an attitude." (Kahn and Weiss, 1973, p. 761) Attitudes in this study refer to written responses given on the Job Placement Evaluation Questionnaire and orla responses to interview questions.

Employability Skills. Those skills necessary to locate and obtain a job including job searching skills (e.g., reviewing job placement lists, writing letters of inquiry and registration with employment agencies); and job application skills (e.g., resume writing, completing applications, preparing job application letters and interviewing skills). Note that for the purposes of this study, employability skills exclude the actual skills needed to perform the job.

Job Placement Services (JPS) are a cooperative function between the school, the local BES and industry to prepare students with information necessary to explore the various job openings; to make a formal job application through written and oral communication and to match individual qualifications and interests against specific job requirements and openings. Also, the service provides follow-up and feedback, an assessment of the individual's perception of his or her job and the employer's assessment of the employe's performance which will then be fed back to the school as information to approve or improve its role in helping the student make the transition from school to the world of work.

Placement Specialist (PS). The professional employe hired by the local AVTS to coordinate and carry out the job placement services. More correctly, this title would be job placement specialist, but it is avoided here because the abbreviated designation would duplicate that used for job placement services.

Socioeconomic Status. "The level indicative of both the social and the economic position of an individual or a group." (Good, 1973, p. 558) Socioeconomic status, in this study, is the score the students' parents attained in the occupational status and/or occupational prestige analysis method described in Chapter III.

Vocational Maturity "is used to denote the degree of development, the place reached on the continuum of vocational development from exploration to decline. Vocational maturity may be thought of as a vocational age, conceptually similar to mental age in early adolescence." (Super, 1957, p. 186) Here vocational maturity represents the score attained on the Career Maturity Inventory, Attitude Scale.

CHAPTER III

REVIEW OF THE LITERATURE

The review of literature was examined within the framework of variables included in the research questions posed in the preceding chapter. Emphasis was given to research studies and published materials directly related to these variables; theoretical and developmental studies were necessarily excluded from the review. Further, emphasis was given to materials published since 1960 and those dealing with secondary vocational education.

In an effort to locate research studies dealing with evaluation of job placement services for secondary school youth and factors therein, a search was made of: (a) the ERIC microfiche document collection using relevant descriptors and the personal search method; (b) documents in the Research In Education and Current Index to Journals in Education collections through an ERIC Clearinghouse in Career Education computerized literature search which yielded 77 abstracts; (c) the following comprehensive reports: (1) Review and Synthesis of Research on the Placement and Follow-up of Vocational Education Students (1970), (2) Review and Synthesis of Job Placement Literature: Volume I, Coordinated Comprehensive Placement System (1975), and (3) An Annotated Bibliography of Selected References on School System-Based Job Placement Programs (1975); and finally (d) the card catalogs in the Pattee Library at The Pennsylvania State University.

Only one study was located in the literature search which addressed itself directly to the evaluation of secondary school-based job placement services.

Calendine and Fleming (1972) describe a job development services program operated for seniors from five Cleveland high schools located in inner-city, high poverty rate areas. The program provided special services designed to achieve the following objectives: (a) to increase student knowledge of employment opportunities and procedures, (b) to strengthen employment opportunities for students of inner-city high schools, and (c) to identify jobs available with local employers and refer students for job interviews. In the 1971-72 school year 1,043 seniors in the participating schools were involved in the special activities which included work orientation, job preparation, counseling, and employment interviews. Other project activities included field trips to industrial plants and job development among local businesses and industries. The program was staffed by a manager, six full-time occupational counselors, five part-time counselors and six clerks. An advisory board of a cross-section of local employers assisted project planning and implementation.

Several results reported by Calendine and Fleming relate to some of the research questions in this study. For example, two summaries of student placement data are presented; one for the 1971-72 project school year and one for the five-year summary of the job development services program. Of the 1,043 participants for 1971-72, 600 expressed an interest in employment, and of this group 405, or 67.5 per cent, were placed in jobs by August 1972. More striking, though, is the five-year record of 94 per cent student placement in jobs. Both placement percentage figures were for only those students who demonstrated an interest in postgraduation employment. On the question of the establishment of cooperative relationships between the schools and business and industry, it is reported that 31 participating companies were involved in the spring Job Center Days in which 663 seniors participated in 2,048 job interviews. Concerning providing students with employability skills, employers responded

that most (97.4 per cent) of the students interviewed were well mannered, that 92.2 per cent were appropriately dressed and that 81.1 per cent were prepared for a good interview. However, not as many students (76.9 per cent) were able to communicate well and only 65.5 per cent had the math necessary to qualify for the job openings in the opinion of the company interviewers. The cost of providing the job development services for the 1971-72 school year averaged out to $97.72 per student placed in a job. The project does not report data on relatedness of placement to area of training, nor does it conduct any follow-up activities for those placed in jobs.

Portions of several studies located in the review of literature relate to the research questions posed in this study. Discussions about these studies will be in the order of the questions in the present study.

The first question in this study deals with the effectiveness of placement of students in jobs commensurate with their ability and interests, i.e., the utilization of the schools' job placement services. Kaufman, Schaefer, Lewis, Stevens and House (1967, p. 6-21) found that of 1,926 vocational graduates interviewed from 25 schools in Pennsylvania, New Jersey and Ohio, only 23 per cent of both males and females were assisted by their schools in locating their first job. Assistance here was defined as both teacher and/or counselor and placement office efforts. These data were duplicated when the same question was asked by Kaufman and Lewis (1968, p. 90) of 1,780 graduates of three different-sized communities in Pennsylvania. Twenty-four per cent of the male and 22 per cent of the female vocational graduates reported they obtained their first job with the assistance of their school. Put another way, about 75 per cent of the vocational graduates in both studies obtained their first job without assistance from their schools.

In a January 1973 survey conducted by the Bureau of Census for the Bureau of Labor Statistics to review job seeking methods used by American workers, it was found that approximately two-thirds of all job seekers used the direct application to employers without suggestions or referrals by anyone (Rosenfeld, 1975, pp. 3-41). This finding was based upon the responses of 10.4 million wage and salary workers 16 years old and over. In discussing job search method effectiveness it was found that direct application to an employer was most effective; 48 per cent of all persons who used this method reported that they had obtained their job that way. Although the effectiveness rates were high for persons who used hiring halls and school placement offices, comparatively few persons used these methods. In reviewing data by the 16 to 24 age cohort, 33.8 per cent applied directly to the employer while 5 per cent applied to the state employment service and 4.6 per cent applied to the school placement office.

The Administration and Planning Services section of the Pennsylvania Department of Education, Bureau of Vocational Education, supports a statewide follow-up system for all secondary vocational school graduates and samples of related secondary school graduates; it is known formally as the Vocational Education Management Information System (VEMIS). The VEMIS follow-up survey of 1973 graduates (Volume I, 1974) reports that, answering on a multiple response basis, only 33.0 per cent of 11,629 students utilized assistance from their vocational teacher, the school counselor or school placement services or a combination thereof in locating jobs (Section 3, p.6). More than half that percentage (17.8 per cent) tried the state employment agency. The least used method to get jobs by 1973 secondary vocational school graduates was leads from school placement services; only 6.1 per cent of those responding used this method (Section 3, p.6). Gingerich et al. (1972), in an analysis of the same type of data from previous VEMIS reports, makes this cogent comment:

> It should be noted that only 25.9 per cent of the 1968 graduates, 19.1 per cent of the 1969 graduates and 20.2 per cent of the 1970 graduates gave credit to public agencies, school personnel and Department of Labor personnel for assistance in securing their first job. (p. 4)

Eninger (1965), in a large nationwide study of vocational and academic graduates, reveals that help in finding their first job was obtained from a counselor only five per cent of the time. When 658 employers were asked by Kaufman et al. (1967, pp. 7-23) to indicate seven sources they utilized for recruitment of new workers, 66 per cent indicated they used the school placement service but only 11 per cent indicated it was the most frequently used source. Thus, the literature discloses that utilization of placement services for secondary school vocational youth varies according to who is responding to the question. However, it has been well documented that when Pennsylvania vocational students were asked to indicate assistance from their school in obtaining first jobs, about 70-80 per cent answered they obtained them without school assistance.

The second question of this study concerns the effectiveness of placement of secondary vocational graduates in jobs related to the curriculum in which they were trained. Attempting a comparative analysis of educational preparation versus occupational employment data between states or even within states presents many difficulties. These difficulties arise because of varied data collection techniques such as a mailed questionnaire, telephone or exit interview. Also, the determination of job relatedness to curriculum training creates problems in definition and the time variable in regard to when the data were collected. However, the following significant studies and resulting data are offered for consideration. Kaufman et al. (1967, pp. 6-20) found that of 1,229 graduates interviewed for 11 different vocational programs, an average of 44.7 per cent found jobs related to their area of training. The percentage placed in related jobs varied from a low of 12 per cent for electricity program graduates to a high of 81 per cent for commercial occupations' graduates. Kaufman and Lewis' (1968) study showed that only about 50 per cent of the technical and trade and industrial graduates obtained related jobs. Seventy-five per cent of the vocationally trained females secured related jobs, reflecting the large number trained and demanded from the office occupations' programs. Further, they report that with time and later jobs, the figure remains the same for females but decreases (down to 29 per cent for three jobs) for males.

Analysis of Pennsylvania VEMIS publications data show interesting points. For example, the class of 1973 follow-up survey (Volume I, 1974) revealed 58.4 per cent of 9,720 responding to be employed full time (Section 3, p. 2). However, only 49.6 per cent of 9,300 responded that their present job was either the same occupation studied or highly related to it (Section 3, p. 10). The class of 1974 follow-up data are reported later in this report.

Little's (1970) comprehensive review of research on placement and follow-up of vocational graduates reported on all vocational preparation areas. He concentrated on studies published since 1965. A review of placement in related jobs for vocational graduates of all areas combined revealed that over 82 per cent of those in a New Mexico study were in training-related occupations and that 72 per cent of those in a Connecticut study were in training-related occupations five and 10 years after graduation. The percentages placed in related jobs for specific vocational programs reported in various follow-up studies were: (a) 60 per cent of vocational agriculture graduates in North Dakota; (b) in distributive occupations, 35 per cent

after 10 months in Michigan, 50 per cent after six months in New York, and 61 per cent after more than six months in Virginia; (c) 75 per cent of "early leavers" from a MDTA nursing program; (d) about 25 per cent of Ohio home economics graduates; (e) about 66 per cent of 1962-63 Michigan office education graduates; (f) about 50 per cent Michigan trade and industry graduates and 60 to 64 per cent of the trade and industrial respondents in Eninger's large, national study.

Statistics on vocational education enrollment, completion and employment for the entire nation in the 1972 fiscal year were presented in a report prepared by the Comptroller General of the United States (1974, p. 99). Here it is shown that of those secondary vocational graduates available for work, the following program areas reporting those employed full-time in field trained or related jobs were: agriculture, 70 per cent; distributive, 69 per cent; health, 70 per cent; gainful home economics, 53 per cent; office, 62 per cent; technical, 49 per cent; trade and industry, 61 per cent, and other, 57 per cent.

While it is safe to assume that the definition of relatedness of job to training varied with each study reported and sample sizes varied tremendously, it is interesting to note the overall percentage of placement in training related jobs displayed above was 57.7 per cent. This figure, combined with the aforementioned Pennsylvania data, shows that about 45 to 58 per cent of vocational graduates obtain employment related to the curriculum in which they were trained.

In this study the third question concerns the effectiveness of follow-up services provided by the job placement projects and how their data compares with other follow-up data. Both halves of this question have been partially discussed by the earlier literature analysis. Moreover, the comparison of follow-up data is germane to this effort and negates analysis here.

There are, however, significant statements in the literature dealing with follow-up services, usually in combination with placement and/or counseling services. Of six categories of vocational education program features evaluated in three Pennsylvania cities by Kaufman and Lewis (1968), guidance, placement and follow-up ranked lowest in performance for all areas of instruction. They conclude that "Guidance, placement and follow-up was not being done satisfactorily or in a systematic manner" (p. 50). In a Pennsylvania vocational education study (Arnold, 1969) one conclusion concerning the student personnel service program was:

> Vocational guidance, counseling and placement services in Pennsylvania are inadequate to service the variety of needs of the diverse student population. (p. 384)

The picture of vocational guidance, placement and follow-up services does not improve on the national level. A recent evaluation of vocational education provided by seven states (Comptroller General of the United States, 1974) revealed that:

- occupational guidance has not received adequate attention;
- responsibility for job placement assistance has not been routinely assumed by schools; and
- follow-up on graduates and employers has been marginal or nonexistent.(p.4).

As a result of their evaluation, the General Accounting Office (GAO) recommended to Congress in their deliberations concerning revising vocational education legislation that they consider "Requiring that schools take responsibility for job placement assistance and follow-up in federally supported vocational education programs." (p. 90)

This section is addressed to the fourth research question: "How effectively did the job placement services prepare youth leaving school with employability skills (e.g., resume preparation, interview skills, self-appraisal, occupational information and career planning) for obtaining employment?" For purposes of this study, the above examples of employability skills are a little more narrow than those proposed by Bottoms (1973, pp. 93-94) and others.

Kaufman and others (1967) reveal apparent weaknesses in aims and objectives of 17 guidance programs in 25 schools in their study which included:

1. Lack of provision for disseminating labor market information.
2. Lack of provision for concerted effort to assist youth to achieve desirable (and realistic) goals.
3. Failure to provide for adequate dissemination of occupational information. (pp. 4-14)

The sample graduates' immediate supervisors were asked to complete a rating scale of the employe's relative preparation for and performance on the job. On a sex-curriculum analysis of the supervisors' ratings, academic males scored higher mean ratings than vocational males for every category including occupational knowledge, personal-social qualities and work qualities and habits. Female academic graduates tied or scored higher than female vocational graduates on each of the same categories. (pp. 6-27)

The importance of occupational knowledge to later success in the job market was reported by Parnes and Kohen (1975). A representative national sample of 5,000 young men between the ages of 14 and 24 were given an occupational information test. On the basis of information on average hourly earnings and occupational assignment two years after the test administration, *youths with superior occupational knowledge were successful in obtaining better and higher paying jobs* (italics ours). They also found that the extent of occupational information is unrelated to the intensity of vocational counseling in the youths' high schools. They concluded that "the results of this study offer support to the notion of a 'payoff' to labor market information." (p. 55)

Kaufman and Lewis (1968) report that 80 per cent of the males and 72 per cent of the females in their interview sample of 1,780 youth had not discussed their job plans with a counselor. In a recent national survey (Prediger, Roth & Noeth, 1973) of approximately 32,000 high school students, the majority said they received little or no help with career planning, while over 75 per cent of the 11th graders identified "help with career planning" as a major area of their concern.

The effectiveness of the job placement projects at establishing cooperative relationships with the local Bureau of Employment Security office and businesses and industries for the purpose of placing students on jobs was the fifth question of this study. Little data appears in the literature on this issue of the establishment of cooperative efforts between public agencies and local employers.

The Vocational Education Act of 1963 and its 1968 Amendments require that state plans for vocational education provide for entering into cooperative arrangements with public employment services to help place vocational education leavers and graduates in jobs. However, this cooperation is not readily apparent. After evaluating the vocational education systems of seven selected states, which together receive 30 per cent of the federal funds for vocational education, the Comptroller General of the U.S. (1974) found that "Few schools had cooperative arrangements with the system of public employment offices in the State to provide these (vocational guidance and job placement) services, although State plans gave assurances of such programs" (p. 80).

Fielding's (1974) survey of 335 California schools with job placement services concluded that local service clubs are readily available placement information sources. Kaufman, Hu, Lee and Stromsdorfer (1969), as part of a large cost-effectiveness study, compared data relevant to job placement services of schools in three cities in the state. They interviewed 129 employers in the sample cities and found that smaller firms (1-99 employes) were less likely (58.1 per cent) to have been contacted about job placement by anyone from the local schools, including placement officers. Kaufman's research reported 53.3 per cent of the larger firms, those with 500 or more employes, to have been contacted by some school personnel relative to job placement of recent graduates (pp. 218-219).

Research question number six asks what are the attitudes of students, parents, AVTS administrators and staff, employers, community contacts and BES personnel toward the job placement services? No studies were located which included data on attitudes of parents, vocational administrators and faculty, employers, community contacts and state employment services personnel toward public secondary school job placement assistance.

Students were the only group of affected populations named in research question number six for which evaluative data were found. The United States Office of Education is sponsoring a research project titled the National Longitudinal Study of the High School Class of 1972. During the spring of 1972 a sample of almost 18,000 seniors in over 1,000 public and nonpublic high schools participated in baseline data collection activities. Results of data analysis found that 77 per cent of those responding expressed the opinion that "School should help students find jobs when they leave school" (Fetters, 1974, p. 7). While the majority of seniors (65 to 74 per cent) rated their schools as "excellent" or "good" with regard to reputation, facilities and quality of instruction and counseling, only 29 per cent of those expressing an opinion gave their school excellent or good marks in "job placement of graduates" (p. 7).

Research question number seven asks: "What knowledge, participation rate and attitudes do students, parents, AVTS administrators and staff, employers, community contacts and BES personnel have concerning Pennsylvania's Computer Assisted Placement Services project?" No published data relevant to this issue were located, possibly due to the project's newness.

Delineation of the component costs of providing job placement services at a typical site was the eighth, and last, question of this study. The Cleveland public schools' job development project reported a cost of $97.72 per student placed in a job. No other job placement services cost analyses appear in the literature.

Summary

Little data in the literature resulted directly from evaluations of secondary school-based placement services. Information gleaned from portions of related studies reveals that 70-80 per cent of Pennsylvania vocational graduates indicated they received their first jobs without school assistance, and nationally about 45 to 58 per cent of vocational graduates obtain training related jobs. Follow-up services for vocational graduates has generally been "marginal or nonexistent." While it can be shown that increased occupational information pays off in terms of better and higher paying jobs, the majority of high school youth reported little or no help in career counseling and planning. One special job development project disclosed interviewed seniors were rated as well-mannered (97.4 per cent), appropriately dressed (92.2 per cent) and as well prepared for their interview (81.1 per cent) by prospective employers. Larger firms were more likely to have been contacted by school placement officers than smaller firms. More than three-fourths of the seniors sampled in the class of 1972 national study opined that schools should help students locate jobs but rated their schools' job placement efforts as the lowest of 10 items.

CHAPTER IV

INVESTIGATIVE PROCEDURES

The central purpose of this investigation was to evaluate the effectiveness of three school-based job placement projects in Pennsylvania secondary schools. This chapter presents the data collection procedures in detail.

Populations and Samples

The target populations of this study were those client groups affected by the job placement projects including seniors and other students served by the project's placement specialist, recent AVTS graduates, AVTS administrators and staff, employers, community contacts and participating BES personnel. Additionally, a control group of high school seniors was involved. Each of these populations and their sampling techniques are described below.

The experimental student population from which the sample was drawn included the total number of seniors enrolled in the three AVTSs where the job placement projects operated, other AVTS students who might have left during the school year and business education students in four feeder schools served by the School B placement project. The population represented a cross-section of races, social groups, economic levels, religious backgrounds and ethnic origins. Within the limits of similar programmatic, sociological and demographic boundaries, the results of the study are generalizable to other secondary school youth.

A 25 per cent proportionally-stratified random sample was selected from the total population of 1,215 AVTS seniors using procedures explained by Blalock (1972, pp. 512, 517) and the random number of tables furnished in his text (pp. 554-557). This particular sampling technique was utilized because of the need for data on senior class subsamples in proportions the same as in the total population. Table 1 presents the AVTS sample selection data. These subsamples were also proportionally stratified by enrollments in vocational and technical courses. Put another way, if School X had a senior class which represented one-third of the total experimental student population, then one-third of the final sample was from that school. Further, if enrollment in the automobile body repair course represented 10 per cent of that senior class, then 10 per cent of School X's subsample were auto body repair students. Actual randomization was performed by the researcher. The final experimental student sample numbered 217, which was 17.9 per cent of the population. Through the use of these randomization procedures, it can be stated that the sample is truly representative of the population and that every student had an equal chance to be included.

The control student population from which the sample was drawn included the senior classes of three nearby high schools; each was a sender or "home" school to the participating AVTS. The assumption was that these students were viable control students because of their similar sociological and demographic backgrounds. Subjects were randomly drawn by intact homeroom groups representing a sample size of approximately one-half the experimental student sample. Actual randomization was performed by the researcher assisted by school secretaries or staff members having no connection or interest in the investigation. Double digit numbers were assigned to each senior homeroom and then two homerooms were randomly drawn using Blalock's procedures and tables. Thus, each high school senior in each participating

Table 1
Selection of AVTS Sample

	Total in Senior Class	25% Theoretical Sample	Actual Sample-Rounded %'s	Number Signing Consent Forms (%)	Number Participating in Testing Session (%)
School A	195	49	50	45 (90%)	37 (74%)
School B	513	128	131	117 (89%)	97 (74%)
School C	507[a]	127	127	94 (74%)	83 (65%)
Total	1,215	304	308	256 (83%)	217 (70%)

[a]This figure includes 171 business education seniors in four feeder schools served by the job placement specialist.

feeder school had an equal chance to be in the control student sample. The final control sample numbered 118 students.

Because the job placement services (JPS) model includes recent AVTS graduates, data on their attitudes and utilization of services was sought. A sample of graduates from each participating school's 1974 class was solicited from the placement specialist. The resulting sample numbered 114 recent graduates. No randomization or stratification procedures were involved in choosing the 1974 AVTS graduates sample.

Parental attitudes about job placement services were sought as an important aspect of the study. Parents of the previously chosen experimental students were selected from the population of all AVTS seniors' parents. The logic for choosing the experimental students' parents was that since the students were randomly chosen using a rigid selection technique, their parents would also represent a random group. The resulting random sample of parents numbered 238.

Other client groups represented by samples were employers and community contacts. From populations consisting of all employers and community contacts involved with the PS during the operation of the job placement projects in fiscal year 1974, each PS prepared a sample of major and minor employers and another sample of community contacts. Community contacts were defined as individuals representing community development or improvement agencies such as executive directors of chambers of commerce, business associations, industrial development authorities, local service clubs or charitable organizations. Sample sizes were 97 employers and 12 community contacts.

Populations in this study included job placement specialists, AVTS administrators and staff and the participating BES personnel. For the purposes of this study, the all-inclusive term "AVTS administrators and staff" refers to all the professional personnel of the AVTS including, for example, administrators and faculty members. Any discussion of faculty data separate from administrators is clearly labeled as such. Final group sizes were: three placement specialists, 195 AVTS administrators and staff, and 21 BES personnel. Table 2 presents data on these nonstudent groups.

Instruments and Data

Data for this evaluation accrued from administering inventories to students, administering questionnaires to student and nonstudent groups, conducting interviews with selected subjects, and collecting anecdotal records and reports from the placement projects. Several different nationally and locally produced instruments and forms were employed to collect the data. These instruments are presented below in terms of the type of information they sought, characteristics of the instruments, and data about their reliability and norms. The actual instruments and forms appear in the appendices. Generally speaking, instruments utilized in this investigation can be categorized into the following groups: student inventories, questionnaires, interview guides and project records.

Table 2
Job Placement Evaluation Questionnaire
Response Rates by Nonstudent Groups

Group	Total Mailed[a]	Number Returned	Response Rate
1974 AVTS Graduates	114	53	46.4%
Parents	238	163	68.4%
AVTS Administration & Staff[b]	195	175	89.7%
Employers & Community Contacts	119	98	82.3%
Bureau of Employment Security Personnel	21	19	90.4%

[a]Numbers in this column exclude the nondeliverables.

[b]Questionnaires were delivered to the AVTS administration and staff group to save mailing costs.

Career Maturity Instrument

Crites' Career Maturity Inventory (CMI) was the instrument used to assess the career attitude maturity and career competence maturity of the experimental and control students. The CMI measures maturity of attitudes and competencies thought to be critical in the process of career decision-making (Crites, 1973, p. 3). The nationally published CMI provides two types of measures, the Attitude Scale and the Competence Test.

The CMI, Attitude Scale elicits feelings, subjective reactions and dispositions that students have toward making career choices and entering the world of work. More specifically, five attitudinal clusters surveyed are: (a) involvement in the career choice process, (b) orientation toward work, (c) independence in decision-making, (d) preference for career choice factors, and (e) conceptions of the career choice process (Crites, 1973, p. 3). The CMI, Attitude Scale is a simple, 50-item true/false paper and pencil device. Crites (1971) reports extensive applications of the instrument and reveals construct and content validity and reliability data; normative analysis at the twelfth-grade level is based on the test administration to 2,258 students. Twelfth-grade norms include: (a) mean score of 37.29, (b) standard deviation of 5.19, and (c) a range of 23 to 46. The test-retest stability coefficient value is .75, which is reported as satisfactory considering the developmental nature of career attitude maturity.

The CMI Competence Test consists of five separate parts which measure the cognitive variables involved in career decision-making. Crites (1973) describes these variables as being:

> How well the individual can appraise his job-related capabilities (strengths and weaknesses); how much he knows about the world of work; how adept he is in matching personal characteristics with occupational requirements; how foresightful he is in planning for a career; and how effectively he can cope with the problems which arise in the course of career development. (pp. 3-4)

Of the five Competence Test subsections correlated to the above, two were judged appropriate for this study. Part 2, Knowing About Jobs, and Part 3, Choosing a Job, were selected because they represented the dimensions of occupational information and goal selection respectively. As with the Attitude Scale, Parts 2 and 3 of the CMI Competence Test were written at the sixth-grade reading level, and each requires about 20 minutes to complete.

In the CMI, Part 2, Knowing About Jobs, a brief job description based on job and worker trait requirements, was written for a hypothetical individual. These 20 paragraphs describing a worker at his or her job tell what the worker does but not the occupational title. The subject chooses from five alternatives, including "Don't Know," the correct occupational title for the description. The occupational titles were systematically selected from an occupational classification system so that alternatives were in either the wrong field or level or both. Normative data based on 214 twelfth-graders include a mean of 14.43, a standard deviation of 4.67, and a range of 1-20.

The CMI, Part 3, Choosing a Job, was developed to assess the ability to relate self to work. Items in this subtest are descriptions of 20 hypothetical persons whose personal and demographic attributes are enumerated. These composite descriptions of characteristics and backgrounds of individuals are followed by five

alternative occupations. Subjects choose the correct alternative for the person described. Thus, this CMI subsection tests the ability to correctly match people with jobs. Normative data based on 206 students in twelfth grade includes a mean of 12.90, a standard deviation of 5.93, and a 0-20 range of scores.

Evaluation Questionnaires

Data were collected by means of seven locally produced Job Placement Evaluation Questionnaires (JPEQ)--one for each client group surveyed--specifically designed to obtain information and attitudes on major components of placement services. The JPEQs were divided into two groups; the student versions and the nonstudent versions.

Student questionnaires were designed to elicit information concerning the performance, importance and use of certain job placement data services. Format for assessing student information on job placement data services was adopted from the evaluation instrument published by Selgas and Blocker (1974) which in turn is one of many modifications of instruments based on Guidelines for Research: Appraisal of Junior College Personnel Programs (Raines, 1964). This instrument format was chosen under the assumption that there was value in analyzing responses in terms of agreement or disagreement among the groups (experimental, control and recent graduates) concerning their perceptions of various data services provided by the job placement projects. Students were asked first to rate the job placement services' performance on a scale of five (excellent) to one (poor) for each data service item. Next, students indicated how important to them this data service function was on a scale of five (very important) to one (not too important). Last, students indicated utilization of the same data service item as either N (No, I have not used this service), Y (Yes, I have used this service), or DK (I did not know that this service or information was available). Control students did not have an opportunity to indicate their use of occupational data services. The 14 specific data service items grouped into four major clusters were provided by the U.S. Department of Labor in Occupational Information Systems Grants Program; Standards and Guidelines (1974). Finally, one multiple response question asked students to name persons who provided occupational information to them, and the last item was an open comment section.

A preliminary version of each JPEQ was field tested by high school seniors and recent graduates, both academic and vocational students, for content, readability and clarity. Additionally, each subject recorded the length of time it took him or her to complete the JPEQ. As a result of the questionnaire pretesting, a few additions, deletions and modifications were made in the instruments. Final versions of the student JPEQs appear in the appendices.

Separate internal consistency reliability coefficients were computed for the "school performance" and the "importance of function" sections of the student JPEQs for two reasons. First, during the questionnaire administration, it was noticed that students were more reluctant to rate "school performance"

than "importance of function" for the data services items. Second, analysis of the two questions indicated they asked for different kinds of student responses. From a total of 70 possible points, administration to 370 students yielded a mean of 46.00 and a standard deviation of 11.60 for the "school performance" subsection of the JPEQ. The alpha coefficient of reliability value was computed to be .92. For a like number of possible points, administration of the "importance of function" subsection to 383 students yielded a mean of 56.79 and a standard deviation of 7.36 with an alpha coefficient of reliability value of .82.

The nonstudent group of JPEQs were developed by analyzing major issues and problems associated with the job placement projects. Data were sought on the respondents' attitudes and, in a few cases, their utilization of selected components of the placement services. Specific questionnaire items were selected from an item pool produced in evaluation project meetings conducted by the researcher and attended by PDE representatives, placement specialists and BES representatives. Practical research constraints such as number of questions which could be asked, time required to complete the questionnaire and content were carefully considered.

The nonstudent JPEQs differed from the student versions in both format and content. Following a simple introduction and directions, each JPEQ included a complete definition of job placement services to be used as a common reference by respondents. Each JPEQ was either three or four pages long and contained 17 to 24 items. A number of items were common to all questionnaires so that comparisons could be made of responses by different client groups. Section 1 of each JPEQ contained items seeking information on attitudes and knowledge of general job placement services. Respondents simply checked "yes," "no" or "I don't know" for each item. Additionally, there was nearby space for write-in comments. Section 2 of the JPEQs contained the 14 occupational information service items included in the student versions collapsed into four main items. Nonstudent groups rated each item on the same scale as students, thereby providing valuable cross-group comparisons. The last section provided space for open comments. Like the student versions, the JPEQs were pretested for clarity, content and length. The corrected version of each JPEQ appears in the appendices. It should be noted that the 1974 graduates' JPEQs are actually a combination of the two versions.

Interview Guides

Several interview guides were developed in order to cross-check questionnaire responses to permit greater depth of probing of respondents' attitudes and opinions and to possibly uncover any hidden concerns or problems about the job placement projects. Entitled "Recordings About Placement Services" (RAPS), the guides were designed to provide the semistructured interviews with accurate and complete information and still permit additional opportunities to probe for underlying factors or relationships which were too complex or elusive to include in more straightforward questions. Administrators, faculty members, placement specialists and BES personnel were interviewed. Eight to 11 interview questions were framed in language that insured effective communication between interviewer and respondent. Each interview was tape recorded for analysis and coding before it was erased. The RAPS appear in the appendices.

Placement Records

Process and product data concerning the placement projects were provided by several types of records maintained and/or prepared by the PS. During the conduct of the placement projects, each PS prepared weekly reports of his or her activities. These anecdotal records were given to the investigator as documentation of project activities. The Placement Anecdotal Record Survey (PARS) was designed to convert narrative weekly reports. Major categories of job placement project activities were delineated along with subitems for each. Major PARS categories included: student, BES, business and industry, administrator, faculty, PDE or evaluators, and outside related organization contacts; data processing, forms, and follow-up and feedback concerns; job development; planning and development; professional growth and nonplacement services duties. Space was provided for recording the number of observations, number of individuals contacted, and number of days each categorical item entailed. The final version of PARS appears in a later discussion of project costs and in the appendices.

Other placement project records provided additional information. The original project proposals and year-end final reports were examined. Visits to the project sites yielded other materials such as job placement kits developed for student use and placement analysis charts prepared for AVTS boards of directors.

Research Methodology

This investigation utilized both descriptive, quasi-experimental and experimental research strategies. An assumption underlying these research strategies was that outcomes of the job placement projects should be consistent with their goals and the methods used. In other words, there should be congruence between the original intentions of the job placement projects and the realities of what was produced and how it was produced. The general design of this evaluation study is shown in Table 3.

Descriptive data assessed the processes and products of the placement projects. The major foci of process evaluation related to the research questions posed in Chapter II are: (1 & 2) What types of job placement delivery system procedures and techniques were planned and which were implemented? (2) What types of job placement follow-up services were intended and which were carried out? (4) What kinds of job preparation skills for school exiting seniors and other students were planned and which were implemented? (5) What procedures for establishing lines of cooperative communications with local BES offices were designed and which were accomplished? and (8) What were the costs of providing the JPS components?

The major foci of product evaluation related to the research questions posed in Chapter II include: (1) number of students placed in positions commensurate with their ability and interests, (2) numbers of students placed in fields for which they were trained, (3) the number and quality of follow-up services concerning employable youth, (4) the number and effectiveness of job

Table 3
General Design of the Evaluation Study

Research Question	Methodology			
	Descriptive		Experimental	
	Process	Product	Process	Product
1	X	X		
2	X	X		
3	X	X		
4	X			X
5	X	X		
6		X		
7		X		
8	X			

preparation skills taught students, (5) the amount and efficiency of cooperation between the placement center and the BES and industry, (6) attitudes of students, parents, AVTS administrators and staff, employers, community contacts, and BES personnel toward the job placement project services, (7) knowledge, participation rates, and attitudes of the same groups named in (6) in regard to Pennsylvania's Computer Assisted Placement Services (CAPS) project.

Statistical techniques employed to report the descriptive process and product data include number of observations, percentages and rank orders. Where appropriate, chi-square tests of statistical significance were computed to test the hypotheses that observed cell frequencies differ significantly from expected frequencies of normal distribution.

One important facet to this study employed an experimental research methodology. The "Posttest-Only Control Group" design, Campbell and Stanley (1963) experimental design number six (pp. 25-26), was used to assess the placement projects' employability skills education effectiveness. The posttest-only control group research design is in the following form:

ER X O_1

CR O_2

Where:

E = Experimental Student Group

C = Control Student Group

R = Randomization

X = Experimental Treatment

O_1 = Observation of Experimental Students

O_2 = Observation of Control Students

The experimental treatment in this investigation was the exposure of vocational-technical school students to the operations and procedures of the job placement projects and, more specifically, the employability skills education component. The control students did not have such job seeking, job hunting and job getting instruction. It was assumed the two groups were drawn from the same population which varied only on the employability skills education issue.

The posttest-only control group research design was selected over pretest-posttest designs for several reasons. Most important, no interaction effect of pretesting and treatment can occur. This is especially important in attitude studies such as this because "it is quite likely that the person's attitudes and his susceptibility to persuasion are changed by a pretest" (Campbell & Stanley, 1963 p. 18). Then too, pretesting was inconvenient because only one form of the CMI subtests was available and the necessary time and expenses were judged too costly. Moreover, administration of prenumbered instruments to the control groups simplified student anonymity protection procedures.

Use of the posttest-only control group design controls for, but does not measure, the internal validity effects of history, maturation, testing, instrumentation, regression, selection, mortality and the interaction of selection-maturation and other factors (Campbell and Stanley, 1973, pp.5-26). The only factor jeopardizing external validity--or generalizability of the results--controlled for in this design was the interaction effect of testing and experimental events. Efforts to control the reactive or experimental procedures effects were instituted but how well they controlled this factor is not measurable. Lastly, the interaction effects of selection biases and the experimental treatment were considered and possibly controlled for in the present study. Parental occupational status level of all students was obtained as a control variable, but intelligence, reading ability, health and other possible variables hindering the generalizability of the evaluation results to other secondary school youth were not ascertained.

Statistical methodology utilized in this experimental design portion of the evaluation study was necessarily more sophisticated because the student data were interval. Beherens-Fisher's t-tests were used to test the null hypotheses that there were no significant differences between the experimental and control student groups on measures of age, parental occupational status and parental occupational prestige. Beherens-Fisher's t-tests were especially chosen for these hypotheses because this technique does not require either same sample sizes or equal variances. Experimental and control group means and standard deviations for the three CMI subsections were compared to Pennsylvania and national norms.

Next, analyses of covariance for the CMI criterion variables and the control variables of parental occupational status and parental occupational prestige scores were computed. The single-classification analysis of covariance permits the investigator to statistically equate the independent groups with respect to one or more variables which are associated with the dependent variable. Put in different language, "this technique allows the researcher to study the performance of several groups which are unequal with regard to an important variable as though they were equal in this respect" (Popham, 1967, p. 233). In this case, the analysis of covariance first determines the magnitude and direction of the relationship between the control variables (parental occupational status, parental occupational prestige and age) and the criterion variables (the CMI subtests of Attitude Scale, Part 2 and 3). The procedure statistically readjusts each CMI subtest score through a regression prediction technique so that the scores compensate for whatever parental occupational status and prestige disparity exists between the groups. The adjusted criterion variable scores are then subjected to an analysis of variance including an F-test of significance. Alpha levels of .05 and .01 were used to describe the significance tests. Actual data analysis computations were performed by several standard computer library programs described in the following section.

Data Collection and Analysis Procedures

Figure 1 displays the evaluation study divided into three logical phases of preparation activities, data collection activities, and data analysis and reporting activities. The following section briefly describes the highlights of the evaluation study phases.

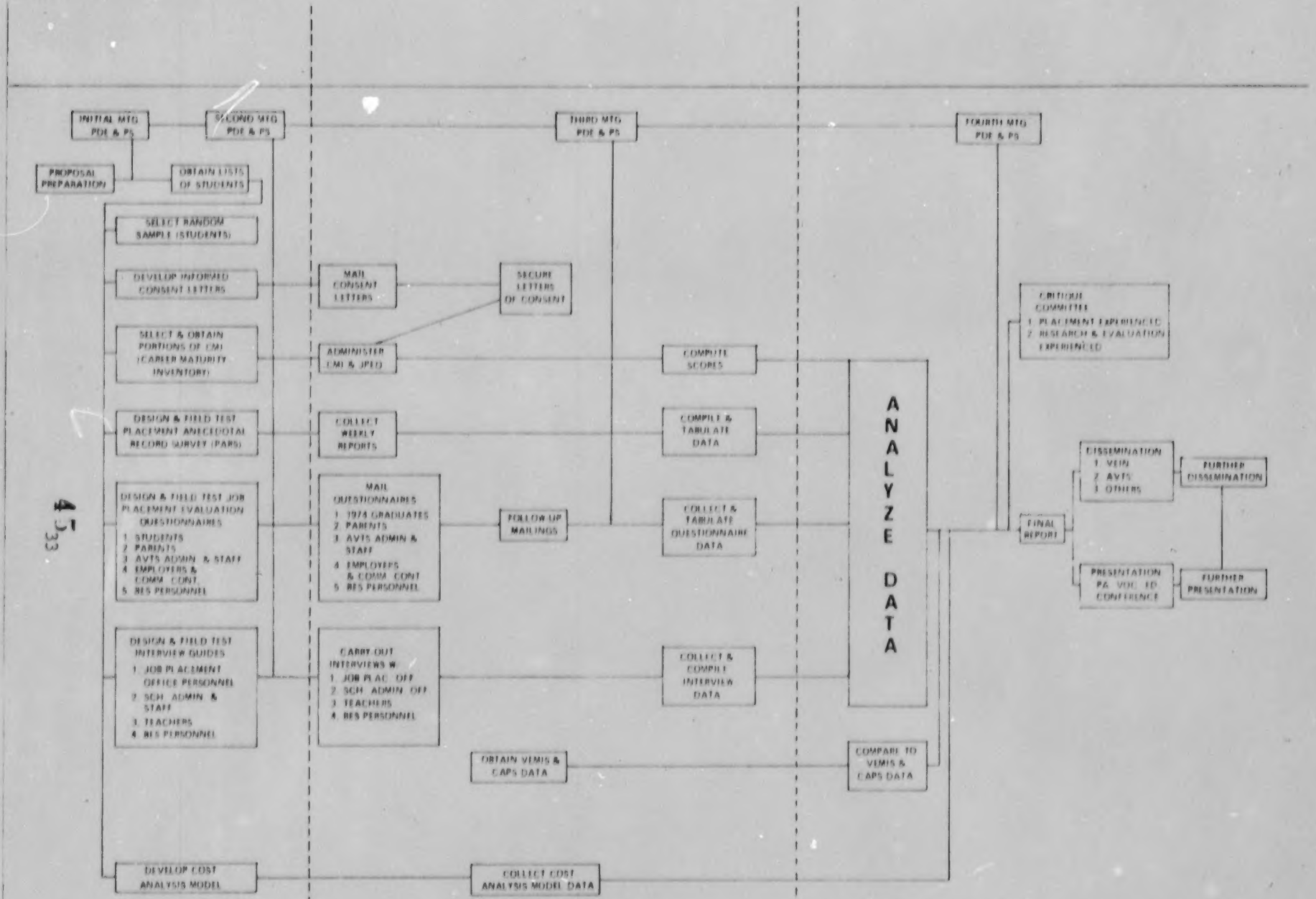

FIGURE 1
FLOWCHART OF EVALUATION STUDY ACTIVITIES

Phase 1, Preparation Activities, began shortly after the evaluation project proposal was written in January 1975. The proposal was submitted to the PDE review committee and several Bureau of Vocational Education administrators for critiquing. Both review groups made several important suggestions and additions to the original proposal. After the evaluation project was formally approved in late January 1975, the flowchart of project activities was developed as a guide to conducting the study.

Evaluation project meetings were held at each AVTS, and later at central sites, with AVTS administrators, the three PS, PDE representatives, and the evaluators in order to: (a) present an overview of the evaluation effort, (b) define the responsibilities of AVTS and PS in the evaluation, (c) determine the PS' perceptions of how the study could aid in their program operations, and (d) help establish a positive environment for mutual cooperation during the study. At the first meeting the PS were asked to provide senior class lists for sample selection purposes. Later mailing lists were developed for the other samples.

The 25 per cent proportionally stratified random sample was drawn from the senior class lists using procedures described earlier to locate students participating in the study. The Family Educational Rights and Privacy Act (The Buckley Bill) of 1974 became law on November 4, 1974. This law, coupled with The Pennsylvania State University's Behavior and Social Sciences Review Committee for the Protection of Human Subjects Involved in Research Projects necessitated extraordinary psychological safeguard procedures. Six specific criteria for informed consent had to be met before a subject could agree to participate in the study. Additionally, sample students were minors, and an informed consent agreement from their parents or guardians was also mandated. Informed consent forms for all samples in the study were developed and approved by the aforementioned university committee. These informed consent forms are presented in the appendices. As a precaution in the event these informed consent procedures caused a drastic student sample attrition, a 35 per cent random sample was drawn (actually 10 per cent more were drawn and added to the original group) as a backup to the 25 per cent sample. Respondent anonymity was guaranteed through the use of four-digit code numbers with the researcher possessing the only master list.

Next, the instruments used in the study were selected and/or developed according to procedures described earlier in this chapter. Each locally produced instrument was offset printed on colored paper as an incentive to increase response rates. Again, the JPEQs, RAPS and PARS are displayed in the appendices. Sufficient CMI Attitude Scale forms were purchased from the publisher, who, in turn, permitted the researcher to reprint Parts 2 and 3 of the CMI with the proviso that due credit be given. At this time, a consultant began development of the cost analysis model for the placement projects. The above activities completed Phase 1 of the evaluation study.

Phase 2, Data Collection, involved the most time and effort. First, the informed consent letters were mailed to each PS for his/her director's signature and then reproduction on school letterheads. Next, the PS distributed the consent forms to the students together with their parents' informed consent letters. Subsequent collection of signed forms revealed sufficient participation to use just the 25 per cent sample list.

Administration of the student instruments occurred in either one or two testing sessions at the local AVTS and nearby high schools. Actual test administration in all cases was performed by the researcher and his assistant, aided by local school personnel, in order to maintain uniform testing instructions, procedures and timing. Testing began April 29, 1975 and was completed May 21, 1975. One important aspect of both the experimental and control group sessions was that each student indicated his or her parent's occupational title and employer on the machine scorable answer sheets. These responses were checked as they were turned in, and if the answers were incomplete, students were asked to provide more or clarifying information.

Second, the PS weekly reports were turned over to the evaluators for coding onto the PARS forms. Second-half fiscal year 1974 weekly reports were sent to the evaluators for coding as they were completed.

Third, the first mailing of the JPEQs was completed on May 5, 1975. Contained in each envelope was a cover letter, the JPEQ, and a stamped, self-addressed envelope. Also, in an attempt to replicate the findings of Pucel, Nelson, and Wheeler (1971) and others concerning the use of incentives as aids in increasing mail survey response rate, a substudy was undertaken in which the three participating schools' samples received varying numbers of inexpensive incentives. The project secretary carefully monitored the JPEQ returns and checked off each respondent's individual code number. Two weeks later a second mailing was sent to just the nonrespondents, only this time one less incentive was included to prevent positive rewards for negative behavior. Again, returned questionnaires were carefully monitored and proper code numbers were checked off. Then, two weeks later, a third and final mailing, in the form of a humorous plea for a JPEQ return, patterned after Wentling and Lawson's (1975, p. 186) example, was sent. Of the total of 687 questionnaires originally mailed, only seven, or 0.01 per cent were not deliverable.

Fourth, while the chief investigator and project secretary were completing the JPEQ mailings, the project assistant arranged and conducted the tape-recorded interviews. Each participant volunteering to be interviewed first completed the taping agreement displayed in the appendix. Samples of AVTS administrators, faculty members, and BES personnel along with all the placement specialists were interviewed. A total of approximately 14 hours of taping were recorded during the months of May and June.

Scoring and compilation of all data collected was the fifth step in Phase 2. Student responses to the CMI subtests were made on standard machine scorable answer sheets which included the student's individual code number but not his or her name. The student JPEQ was an instrument which was not machine scorable. The project secretary was trained to convert these JPEQ responses onto the student's machine scorable answer sheet. Likewise, the same person was trained to convert the '74 graduates', parents', AVTS administrators' and staff, employers' and community contacts' JPEQ responses onto machine scorable answer sheets together with individual code numbers. A 10 per cent random sample check attested to the scorer's accuracy. Finally, all coded answer sheets were submitted to the Division of Instructional Services, The Pennsylvania State University, for scoring and processing.

Student responses to naming their parents' occupational title and employer were the sources of information for the control variables used later. The project assistant was instructed in the procedures for converting the

occupational information into standardized objective data. Parental occupational status scores were obtained from the Bureau of Census classification system and the two-digit interval socres provided by Nam and Powers (1968, pp. 167-170). Parental occupational prestige was derived from the three-digit interval scores provided in Seigles's study (1971, Chapter 2).

Finally, several other evaluation project activities were conducted during Phase 2. Meetings with the PS were held to keep them informed of project operations and to encourage their continuing cooperation. The project assistant began to study and codify the recorded interviews. Meetings with the consultant were held to discuss several cost analysis approaches and to supply him with needed data. Attempts to secure all relevant VEMIS and CAPS data were made during the final stages of Phase 2.

Analyze and Report Data was Phase 3 of the evaluation effort. Scores and coded designations for all variables in the study, plus others for possible future use, were transferred to specially designed 80-column long by 16-row down "punch sheets." Keypunching information from these sheets to computer cards was the next step. Visual verification of information on the punched cards was performed by cross-checking the card listing output to the original information forms.

Statistical analyses using standard computer library programs from The Pennsylvania State University's Computational Center were the next steps. Each sample was analyzed for descriptive statistics using the appropriate FREQ 2 or STPAC library programs. Questionnaire responses were first described for each sample using the analysis of multiple response program FRANM, and these frequencies were subjected to chi-square tests with the FAWCS library program. Experimental and control students' CMI scores were compared using the UNPAIRED program which computed the Beherens-Fisher's t-tests. Analyses of covariance were computed utilizing the RUMMAGE program. Printouts of these analyses were retained for data reporting purposes.

From the data analysis results on computer printouts, a set of preliminary tables for the final report were prepared. These preliminary tables were given to several individuals for reviewing. A few alterations to the tables were incorporated as a result of their reviewing. Inclusion of these tables in the final report and the making of visual materials for professional meeting presentations were the next steps. After the first draft of the final report was reviewed by a committee, the final version was prepared for dissemination to the profession.

CHAPTER V

FINDINGS AND DISCUSSIONS

The findings of this research effort are reported in this chapter as they relate to the eight research questions posed in Chapter III. Tables and figures are employed to display the statistical information necessary for answering the evaluation study questions. Following the presentation of objective data related to each question, subjective discussions of the findings are presented. It is assumed that the reader can easily discern the objective presentation from the subjective discussion in each case. Narrative summaries of the interview sessions appear in the appendix.

Question Number One

How effective were the job placement projects in terms of placing students in jobs commensurate with their ability and interests?

The first research question has two parts: (a) effectiveness of placement of students in jobs, and (b) placements commensurate with student ability and interests. With regard to determining ability and interests no systematic effort was attempted. However, assuming that enrollment and graduation from a certain curriculum is indicative of some degree of interest and ability, one could then consider the data on placements in a job related to training compared to placement in a job unrelated to training as addressing Part B. To the extent that one accepts this assumption, the reader is encouraged to review the findings presented in response to question number two. Therefore, the following presentations deal exclusively with the first part.

Process evaluation of question number one asks: What types of job placement delivery system procedures and techniques were planned and which were implemented? Analysis of the three school-based job placement project proposals indicates they were nearly identical in content. All three project proposals contained a section titled "Procedure" which stated five primary component parts necessary for the effectiveness of the system. They were:

1. The overall educational program.
2. The job openings developed cooperatively by the educational system and the Bureau of Employment Security (BES).
3. The cooperation between the educational system and the BES in matching students with employment opportunities.
4. Follow-up of students to assist them in work adjustment.
5. The feedback of information to provide input for improving the educational program.

The first four component parts of the placement system are directly answered by later research questions of the evaluation; only the feedback component is unanswered by a later section. The procedures and techniques of the job placement system are not presented in easily measured terms; rather they are dealt with in general terms. Overall, the above list of primary component parts represent the best indication of process activities that can be evaluated.

Table 4 presents Placement Anecdotal Record Survey (PARS) summary data for the three placement projects that provides process evaluation of question number one. Note that School A had the only set of weekly reports including meaningful data on the number of individuals contacted for each PARS category. The combined projects' placement service activities are presented in the rank order of most number of activity days. Inspection of Table 4 shows the first three placement service activities as being directly in line with the first three component parts of the placement system as listed in the project proposals. However, the other two primary component parts--follow-up and feedback--when combined are still only ranked ninth in number of placement specialists' activity days.

Other process evaluation data of job placement system activities were expressed in taped Recordings About Placement Services interview sessions. Tables 5, 6 and 7 present summary RAPS data for the area vocational-technical school administrators and staff, PS and BES personnel, respectively. These data categories correspond by number to the full RAPS questions as shown in the appendices.

As shown in Table 5, the 35 AVTS administrators and staff members interviewed named a total of 20 major contributions of the job placement services to the school. The most frequently mentioned (12 times) major contribution was that the PS was more aware of job openings and performed job development with local employers. Eleven interviewees indicated the project had established good public relations with the employers. Nine individuals felt the employability skills taught students were more useful and of higher quality than previously. A variety of other contributions were named. When asked the process evaluation question whether or not these major contributions could have been accomplished in other ways and by whom or what, the most frequent response (10 times) was that job placement must be the responsibility of one individual. No other viable alternatives to accomplishing the major JPS contributions were suggested. However, when asked how well the JPS model has been implemented, only eight people stated seven different responses. This is contrasted to the 30 interviewees who earlier in the RAPS said they were either relatively familiar or very familiar with the job placement model as implemented in the school. When asked, eight persons expressed the opinion that there were cooperative efforts between the JPS and and BES, but not overlapping. A like number said the JPS was different from the BES; only three interviewees said there was slight or strong overlapping of placement efforts. Finally, six persons stated that one of the major contributions of the JPS was the element of feedback for curriculum modification.

Table 6 displays the RAPS summary data for the PS interviews. Asked what the major contributions of the JPS were, the placement specialist replied with a variety of answers, with only "students feel someone is looking out for them" a common item expressed by two PS. Given an opportunity to suggest alternative ways of accomplishing the JPS major contributions, no new positive suggestions were expressed by the PS, only confirmation that present mehhods were satisfactory. Concerning how well the model was implemented, only one PS answered with a specific response to the question (it was positive); other responses reflected concerns or problems not directly related to the question. When asked about the BES cooperation, two PS gave very favorable responses and a third PS did not directly answer the question. The two PS responded that the JPS definitely increased the number of students placed in jobs.

Table 7 presents data relative to BES personnel responses to RAPS questions showing, among other things, that two of the six respondents felt the JPS increased the number of "higher" placements, one felt the placements increased slightly, one

Table 4

FY '75 Summary Data of Job Placement Services' Major Activities

Placement Service Activity[a]	School A			School B		School C	
	No. of Observations	No. of Individuals[b]	No. of Days	No. of Observations	No. of Days	No. of Observations	No. of Days
1. Contacts with students	100	1,796	82.5	26	50	19	31
2. Business/industry contacts	46	344	40	24	55	31	46
3. Contacts with BES	16	286	8	10	14	18	21
4. Professional growth	8	98	6.5	3	5	19	23
5. Planning and development	14	94	22.5	0	0	6	7
6. Forms concerns	8	2	10	4	4	12	14
7. Meetings with school admin.[c]	7	7	3.5	7	14	8	9
7. Contacts with PDE personnel[c] or evaluators	15	207	12.5	3	7	7	7
9. Contacts with other related organizations	7	44	6	4	4	14	13
10. Follow-up and feedback concerns	5	200	6.5	7	15	1	1
11. Data processing concerns	9	16	5	3	4	7	9
12. Contacts with faculty	4	117	3	2	5	6	8
13. Self-initiated job development	8	25	4.5	1	5	0	0
14. Nonplacement service duties	3	0	2	0	0	16	7
Totals	250	3,236	214	94	182	164	195

[a]Listed in rank order of most number of activity days reported in the PARS instruments.

[b]These data available for this school only.

[c]Tie.

Table 5

AVTS Administrators and Staff (N=35) Summary Data:
Recordings About Placement Services

RAPS Question Number	Response	School A	School B	School C
1.	How Familiar			
	Very familiar with & work closely with	7	5	7
	Relatively familiar with what he does	2	4	5
	Familiar but not with all aspects		2	1
2.	Worthwhile			
	Essential to carry out objectives of school	3	3	2
	Something that we could not do before	3	3	5
	Something we needed for a long time	2	1	
	Key link in transition from school to work		1	
	Very important to graduate		1	
	Very worthwhile			1
	Have had job placement for a long time in certain areas			2
	To know industry and employers in this area			2
	Real good, like to see kids get jobs			1
3.	Your Involvement			
	Input & interest in pilot stages	1		
	Orientation to program	1		
	Feedback on type of work student is doing	1		1
	Work closely with job placement specialist		1	
	Reports progress and problems to me		1	
	Places own students			1
	Utilizes employment skills			1
	Works closely within placement			2
	Handles any problems			1
4.	Major Contributions			
	Discusses problems in job placement with faculty	2		2
	Aware of job openings and does job development	4	2	6
	Good public relations with employers	6	2	3
	Builds confidence in students	2		
	Good public relations with community by identifying school purposes	4	1	3
	Enforces labor laws and work release guidelines	1		3
	Feedback for curriculum modification	2	2	1
	Accomplishes major objective of school	2	1	
	Employability skills more useful & higher quality	4	2	3
	Student counseling	2	4	1
	Helps to objectively screen applicants	1		1
	Acts as incentive: seniors getting jobs motivates younger students	1		1
	Cooperates and compliments guidance & cooperative educ.	1	3	1

Table 5
(continued)

RAPS Question Number	Response	School A	School B	School C
4.	(Continued) Major Contributions			
	Lends structure & individual responsible for placement	1	1	5
	Places students in jobs more related to training	1	1	5
	Acquaint students with BES	2		1
	Handles problems	1		2
	Follows up on instructor-oriented job leads	1		
	Surveys graduates & keeps records		2	
	Adds placement service to business students			1
5.	Accomplished in Another Way			
	One-half day a month per instructor missed a lot	5		4
	Must be responsibility of one individual	4	2	4
	Guidance counselor did not have time	1	2	
	Instructors absorbed minimum amount	1		
	BES could be placed in school		1	
	Teachers not qualified			2
	I do much of my own placement			1
6.	How Has Project Affected You			
	Staff happy to see students get jobs	3		1
	Staff felt students could learn more in "class"	1		
	Void needed to be filled	2		1
	I didn't have time to do it/eases my work	2		2
	Board felt important enough to fund	1		
	Next year we won't have job placement specialist, we will skip it		2	
	Already had job placement specialist but adds to service			2
7.	Problems Created by This Project			
	Must not emphasize only placement	1		
	Faculty didn't refer students to job placement specialist		1	1
	Home schools see job placement specialist as competition and threat			1
	Home schools reluctant to let job placement specialist place students			1
	Prestige credit for placing student			1
	Guidance function? Certification?			1
	Jealousy of sending schools		1	
8.	How Well Implemented			
	Workshops extremely helpful	1		
	In-Service program helpful	1		
	Model is inclusive	1		1
	Job placement specialist responsibilities are being done by others		1	

Table 5
(continued)

RAPS Question Number	Response	School A	School B	School C
8.	(Continued) How Well Implemented			
	School has heavy placement emphasis		1	
	Cooperation with BES limited		1	
	Employers very cooperative			1
9.	Do You Feel Project & BES Overlap			
	Strong overlapping of efforts	1		
	Slight overlapping of efforts	1	1	
	Job placement specialist is different	4	1	3
	Cooperative; not overlapping	2		6
	Bad stigma of BES	2	1	2
	BES should fund the job placement service		1	
	Assisting BES			2
10.	Do You Feel CAPS & Job Placement Services Overlap			
	CAPS of no value, too bureaucratic	1		2
	Not geographically immediate enough	1		1
	CAPS assumes student is transient		1	
	Lag time is too long			1
	Too removed, no personal contact			1
	Filled out forms, but never heard	4	4	7
11.	Other Problems or Comments			
	Student should not be taken out of class for cheap labor	3		
	Students don't have to worry about grades	1		
	Economy is tough now	2		7
	Need orientation & knowledge of job placement specialist	1	5	
	Still very new/too early to evaluate		4	2
	Who gets credit		1	
	Wrote letters to support job placement specialist/ contradict board		1	
	Visibility & publicity		6	
	Lack of administrative support/political		4	
	Middle states felt job placement specialist linked school and objectives		1	
	Good students want to participate in school activity not work			1
	Home schools reluctant to use job placement specialist			1
	Mini courses - role playing			2
	Satellite programs and adult education		1	
	Meeting release time			1
	Need of direct phone line			1
	State cosmetology program		1	1

Table 6

Placement Specialist (N=3) Summary Data:
Recordings About Placement Services

RAPS Question Number	Response	School A	School B	School C
1.	Previous Placement Arrangements			
	No one person responsible for placement	1		
	Guidance counselor attempted	1		
	Faculty too busy and involved with cooperation education	1		
	Not available to business education students at home schools			1
2.	Has this Program Increased the Number of Students Placed			
	Yes, definitely	1		1
3.	Major Contributions			
	Employer contact of job development	1		
	Educated employers as to what vo-tech produces	1		
	Students feel someone is looking out for them	1	1	
	Employment and career information dissemination	1		
	Work release guidelines and regulations	1		
	Match students and jobs			1
	Follow-up of students on cooperative education			1
4.	Alternate Ways of Accomplishing			
	Best way is direct contact with students			1
	Cooperative education is different		1	
	Must have full-time individual in this position	1		
5.	Problems Created by Job Placement Services			
	None			1
	No response	1	1	
6.	How Well Was Job Placement Services Model Implemented			
	Other BES offices should have been invited to workshops	1		
	Strong administrative support towards funneling jobs to me	1		
	Geographical distance between schools = travel concern			1
	Orientation meetings should be stressed			1
7.	How Helpful has BES Been			
	Very receptive	1		
	Spent time speaking to students	1		
	Spent time speaking to employers with job placement specialist	1		

Table 6
(continued)

RAPS Question Number	Response	School A	School B	School C
7.	(Continued) How Helpful has BES Been			
	Job placement specialist informed students about BES Services	1		
	BES representative must relate well to students		1	
	BES rules and credit structure hinders cooperation		1	
	BES very helpful; right in school			1
8.	Most Difficult Portion of Model to Implement			
	Interview and preemployment skills training is time consuming	1		
9.	What Changes Would You Make in Model			
	Define whether cooperative education is a part of job description	1		
	Feedback system describing other job placement services in Pennsylvania	1		
	Add flexibility to place younger students	1		
	Add duty of working with younger students on career planning	1		
	Define who gets credit for job placement specialist/BES employer visit	1		
	Define BES credit for cooperative placements	1		
	Full-time BES employe at high school May-June		1	
	Young BES liaison person who relates well to students assigned to help job placement specialist		1	
	Administration assigns non-job placement duties			1
	Travel time should be decreased			1
	Weekly reports are time consuming			1
10.	Other Related Problems or Concerns			
	CAPS has been time consuming and of no value	1		1
	Some teachers did not want to give up placement responsibility	1		
	Unions resisted cooperative programs	1		
	Visibility of office is low/job placement specialist unfamiliar to students	1	1	
	Administration seemed lacking in support of program		1	
	Placement follow-ups are due 90 days after graduation		1	
	Lack of full-time secretary		1	
	Students lack long range goals & might not want to work		1	
	Who should get job placement credit	1	1	1
	Too early to evaluate			
	Evaluation meetings and reports time consuming			
	Workshops too much, too soon			

Table 6
(continued)

RAPS Question Number	Response	School A	School B	School C
10.	(Continued) Other Related Problems or Comments			
	Competition of sending schools who release all students at noon and place in unrelated jobs			
	Sending schools jealous			
	Sending schools put vocational subjects back in sending schools			
	Newspaper discriminating against vo-tech			
	Cosmetology state boards too controlled by private training schools			
	Seventeen year olds trained but unable to work due to federal law			
	Academic teachers should help select and know cooperative education students			
	Students favor school activities over cooperative education experiences			
	Maybe all students should not be placed--why reward poor performance			
	Some students should be placed in menial jobs, not training related fields			
	Job placement specialist may find yearbook valuable in identifying students			
	Job placement specialist may write newspaper release			
	BES may partially fund job placement services			
	Job placement services may branch out to sending schools and adult education			

Table 7

Bureau of Employment Security Personnel (N=6)
Summary Data: Recordings About Placement Services

RAPS Question Number	Response	School A	School B	School C
1.	Placement Services Previously Available			
	Three years ago counseling & testing in schools, but ended due to low placements and reduction in personnel	1	1	1
	Evaluated competence of business students		1	
	BES employe has office in school			1
2.	How Effective has CAPS Program Been			
	Unfamiliar with CAPS		1	
	Have very little knowledge of it	1		
	Familiar but no results			2
3.	Has JPS Improved Relationship Between School & BES			
	No significant difference			
	More cooperation now (improved)		2	2
	Publicizes BES services			2
	More efficient	1		
4.	Has Amount of BES Staff Time Fluctuated			
	Staff time spent at vo-tech school less		1	1
	Increased slightly	1	1	1
5.	Resulted in Increase of Placements/Registration			
	Increased slightly	1		
	Higher placements		1	1
	About the same		1	
	Job placement services hurt BES placement		1	
	Increased placements justified BES at high school			
6.	No Responses			
7.	Recommended Changes in Model			
	Job placement specialist should do everything up to placement		1	1
	Placement is a profit area of BES		1	
	Job placement specialist should request from BES the type of service wanted		1	
	Credit for placement must be defined	2		1
	Confidentiality of employer requests		1	1
	Educate students to BES services			1

Table 7
(continued)

RAPS Question Number	Response	School A	School B	School C
8.	Related Concerns			
	Employers contact job placement specialist directly	1		
	Partial credit for placements	1	1	
	Credit definition is hindrance to cooperation		1	
	Duplication of taking employer's time		2	
	BES is more objective		1	3
	BES knows employment scene		1	
	BES gets only hard-to-place students (undesirables)		1	
	BES should be identified with school			1
	BES should be placed in schools			1
	Credit for cooperative education placement that goes fulltime	1	2	2

felt placements were about the same, and one felt the JPS hurt the BES placement record. Collectively, the six BES personnel made seven positive statements concerning improved relationships between the project schools and the BES.

Product evaluation of student placements is displayed in Table 8 which shows the placement record for Pennsylvania vocational-technical school secondary youth for the 1973-74 school year. From a total of 688 AVTS project school graduates available for employment, 652, or 95 per cent, were employed at the time of the report dates. This placement record compares to 8,982 out of 11,293, or 80 per cent, available Pennsylvania youth who were employed at the time of their survey. Looking at placement records another way, Schools A and B had identical unemployment rates of 4.1 per cent, and School C had a rate of 8.0 per cent for an average of 5.7 per cent unemployment. In contrast, the reported unemployment rate for Pennsylvania youth was 20.4 per cent.

Utilization of job placement system services by AVTS seniors and 1974 graduates is another indication of question one product evaluation. Such data are provided in Table 9. These data were compiled from responses of seniors and recent graduates to the Job Placement Evaluation Questionnaire section asking for utilization of services related to 14 specific occupational information service subitems grouped under four main headings. Referring to Table 9, it is shown that seniors' "Yes" responses ranged from a low of 23.8 per cent (information on costs to workers-union memberships, tools and equipment, etc.) to a high of 56.4 per cent (providing students with information on ways to locate job openings, such as Bureau of Employment Security, want ads in newspapers and private employment agencies). Positive responses on utilization of services by recent AVTS graduates ranged from a low of 26.2 per cent (description of special tools, equipment, or instruments used on the job) to a high of 88.6 per cent (description of duties or tasks; nature of work). Overall, average positive responses to all occupational information services was 42.5 per cent for the AVTS seniors and 60.2 per cent for the 1974 AVTS graduates. Additionally, when asked directly in the second section of the JPEQ if they had participated in or used the services of the JPS, 86.5 per cent responded "Yes."

In discussing data presented to answer research question number one, process evaluation reveals the PS did conduct JPS activities which were directly in line with three or five primary component parts of the job placement system procedures as listed in their original project proposals. However, the other two component parts of follow-up and feedback ranked only ninth out of 14 items on number of PS activity days. No implications about linkages between days spent at an activity and the quality of that activity should be made or inferred from the data. But the lack of follow-up and feedback activity days when compared to the other three component parts of the JPS is readily apparent.

Process evaluation comments made during the RAPS reveals that AVTS administrators and staff were able to name and generally agree on the majority of 20 different major contributions of the JPS, but the three PS only named a total of seven items with little agreement among those items. During the interviews, 30 of 35 AVTS administrators and staff said they were relatively or very familiar with the JPS project, but when asked how well the model had been implemented, only eight people voiced opinions, mostly different ones. Respondents seemed to be reluctant to name incidents of how well the JPS model was being implemented despite being quite familiar with it. Other process evaluation items yielded no clear-cut trends regarding the JPS.

Table 8

Comparison Placement Record of 1973-74 Project School Graduates to Pennsylvania[a] Graduates

School	Date of Report	Total Grads	Unable to Contact		No. Available for Employment		No. Employed		Employed in Field		Employed out of Field		No. Unemployed	
			n	%	n	%[b]	n	%[c]	n	%	n	%	n	%
A	11-74	150	2	1.3	121	81.8	116	95.9	73	60.3	43	35.5	5	4.1
B	5-75	446	5	1.1	295	67.0	286	96.9	168	56.9	115[e]	38.9	12	4.1
C	6-74	331	0	0.0	272	82.2	250	91.9	224	82.4	26	9.6	22	8.0
Total		927	7	0.8	688	74.8	652	94.8	465	67.6	184	26.7	39	5.7
Pennsylvania	2-20-75	40,553	1,621	4.0	11,293	80.4	8,982[d]	79.5	4,482	39.7	4,500	39.8	2,311	20.4

[a]Excludes Pittsburgh and Philadelphia schools' graduates.

[b]Percentages based on total number of contacted graduates.

[c]Percentages for this and following columns based on number of contacted graduates available for employment.

[d]Includes 936 graduates employed part time; one-half (468) added to Employed in Field figure, one-half (468) added to Employed out of Field figure.

[e]This number was not supplied in the follow-up survey; it was produced by computations which account for row error in figuring the No. Employed total but not the No. Available for Employment total.

Table 9

Per Cent[a] of AVTS Seniors and Recent Graduates

Who Have Used Job Placement Services

Occupational Information Service[b]	AVTS Students			1974 AVTS Graduates		
	Yes	No	Didn't Know[c]	Yes	No	Didn't Know
1. Providing students with descriptive information about occupations, such as:						
1a. Description of duties or tasks (nature of work).	53.5	39.0	7.5	88.6	11.4	0.0
1b. Description of special tools, equipment or instruments used on the job.	46.7	43.0	10.3	66.7	26.2	7.1
1c. Identifies other occupations that have similar skill or knowledge requirements.	43.5	41.1	15.3	55.8	34.9	9.3
1d. Opportunities for promotion or career advancement.	41.4	44.8	13.8	59.5	26.2	14.3
1e. Working conditions (e.g., indoors or outdoors, work week and schedules and working conditions, such as stress, physical settings, safety, kind of supervision or people in the work).	47.9	43.1	9.0	69.8	16.3	14.0

Table 9
(continued)

Occupational Information Service	AVTS Students			[illegible] Graduates		
	Yes	No	Didn't Know	Yes	No	Didn't Know
2. Providing students with information on the Occupational requirements.						
2a. Personal requirements: interests, aptitudes, abilities, and physical qualities that can be related to characteristics of the occupation (e.g., requirements for lifting, working with detail, etc.).	49.3	42.1	8.6	60.5	25.6	14.0
2b. Preparation requirements: school subjects or courses of study; special training; work experience.	55.2	33.8	11.0	78.6	16.7	4.8
2c. Other requirements: licensing or certification information; information on associations or unions; information on examinations that may be required; information on special requirements such as citizenship, language, etc.	33.2	50.0	16.8	43.2	31.8	25.0
3. Providing students with economic information about the occupation:						

Table 9
(continued)

Occupational Information Service	AVTS Students			1974 AVTS Graduates		
	Yes	No	Didn't Know	Yes	No	Didn't Know
3a. Number of workers in the occupation and related data; industry employment, geographic distribution, self-employment, sex distribution, etc.	36.7	48.3	15.0	48.8	34.9	16.3
3b. Descriptive outlook information, including projections of demand, supply, relationship between supply and demand and factors that affect outlook (technological, economic, or demographic).	28.8	52.2	19.0	47.7	29.5	22.7
3c. Information and data on earnings (beginning earnings, average earnings, and ranges).	48.1	37.6	14.3	68.3	22.0	9.8
3d. Information on fringe benefits (vacations, insurance, medical coverage).	30.0	50.7	19.2	46.5	32.6	20.9
3e. Information on costs to workers (union membership, tools and equipment, etc).	23.8	53.8	22.4	39.0	31.7	29.3
4. Providing students with information on ways to locate job openings, such as Bureau of Employment Security, want ads in newspaper, private employment agency.	56.4	33.6	10.0	70.0	22.5	7.5

Table 9
(continued)

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[a]Percentages were computed excluding omits/blanks.

[b]Source: U. S. Dept. of Labor, (1974).

[c]This questionnaire response option was: I did not know that this service or information was available.

Product evaluation discussion revolves around the issue of student placements in jobs. The project schools' placement average of 95 per cent compared favorably to other Pennsylvania schools' placement average of 80 per cent. Whether the 15 per cent placement record advantage of JPS schools is completely attributable to the special placement projects is not known, but the existence of this placement record advantage is not debatable. The project schools' 95 per cent placement average is one point more than the five-year placement average reported by Cleveland's special job development program discussed in Chapter III. Nationally, the placement average of persons completing all levels of vocational programs (secondary, postsecondary, adult and special needs) for all content areas was 92 per cent for the year 1966 (Little, 1970, p.20). Again, the JPS schools attained a slightly better placement record. Looking at the data from another angle, JPS project schools reported an average unemployment rate of almost six per cent for their 1973-74 graduates while same year Pennsylvania graduates as a whole reported a 20 per cent unemployment rate. A 16-point advantage in unemployment rates exists in favor of the JPS schools. While a variety of variables may have caused the discrepancy in unemployment rates, still the fact remains that a large point spread exists in favor of the placement project schools. Thus, no matter how one inspects the data and to whom it is compared, the job placement system schools consistently had higher placement records and lower unemployment rates.

Finally, in this study, an average of 43 per cent of the AVTS seniors replied positively to the utilization of 14 occupational information service items provided by the JPS while an average of 60 per cent of the 1974 AVTS graduates responded positively to the same 14 items. Previous information by Kaufman and his associates disclosed that 22 to 24 per cent of vocational graduates in two studies obtained their first jobs without assistance from their schools. The VEMIS follow-up of 1973 graduates showed only 33 per cent utilized the combined efforts of their schools in securing jobs. Clearly, the data related to actual utilization of school-based placement services, whether for locating first jobs or unspecified, shows a minimum of 10 and a maximum of 27 points difference favorable to the JPS respondents group. The data tend to indicate the JPS client groups utilized their services much more than other researched groups utilized their services.

Question Number Two

How effective were the job placement projects in terms of placing students in jobs related to the curriculum in which they were trained?

Process evaluation of research question number two asks the same question as posed in number one: What types of job placement delivery system procedures and techniques were planned and which were implemented? The majority of the data and discussion on this question already has been presented and the reader is referred to the question number one section. There are some data relevant to question number two process evaluation presented here.

All three job placement project proposals contained three PS duties that were expressions of planned procedures for assisting in the placement of students in jobs related to the curriculum in which they were trained. Specifically, planned PS techniques included:

1. Matching of students with jobs.

2. Interview graduates in relation to job placement with an employer.

3. Interview early school leavers and offer assistance in job placement.

Table 4 discloses that contacts with students was ranked first in number of activity days as reported by the JPS schools' weekly reports. An analysis of the "contacts with students" category, as shown in the expanded PARS summary data in the appendices, reveals that subitems C (job matching), D (job placement), and E (related problems) are indicators of how much the intended procedures for placement of students in training related jobs were actually performed. When combined, the three planned procedures entailed 118.75 activity days out of a total of 163.5 "contacts with student" activity days. Put another way, 72.4 per cent of the contact with students time was spent in planned activities toward helping place students in training-related jobs.

A few other process data concerning placements in training-related jobs appears in the taped interview summary data, Tables 5, 6 and 7. Given an opportunity to name the major contributions of the JPS to the school, seven of the 35 AVTS administrators and staff said the project places students in jobs more related to training. One of the three PS responded to the same issue by stating a major contribution of the JPS project was the match-up of students and jobs. On the other hand, one PS voiced the concern that perhaps "some students should be placed in menial jobs, not training-related fields."

Student placements in training-related jobs product evaluation data are displayed in Table 8 in a separate column. Here it is shown that 465 out of 688, or an average of 68 per cent, project school graduates available for employment were placed in their field. The definitions of what constitutes placement in field are contained in the original project reports and are not the subject of this study. For the same year, 4,482 of 8,982, or 40 per cent, of Pennsylvania secondary vocational graduates were reported as employed in their training field. Thus, a 28-point advantage in placements in related jobs is reported in favor of the JPS schools.

Concerning discussions of process evaluation of the placement in related jobs question, the most noteworthy fact gleaned from the data presented was that contacts with students was the first item in number of project activity days reported by the PS at the project schools. Further, almost 75 per cent of the PS' contacts with students were related directly to the issue of securing job placements in fields for which they trained. It appears that the PS did a commendable job of carrying out their intended procedures for placing students in related jobs.

A discussion of product data on the placement in field of training issue presents interesting comparisons. Kaufman and his associates reported training-related job placement percentages of 45 and 50 for two groups of Pennsylvania vocational graduates studied in the late 1960s. Later, Pennsylvania's 1973 VEMIS survey results showed that 50 per cent of 9,300 respondents were employed in jobs either the same or highly related to their training area. The national statistics are a little better. Of the class of 1972 secondary vocational graduates throughout the nation, 61 per cent were employed full time in the field trained or related fields for all program areas. The overall percentage of placement in training-related jobs for all groups reported in Chapter III was 58 per cent.

The follow-up report for the one school reports a figure of 68 per cent. Thus, from all indications shown in this study, the JPS project schools report a 10-point advantage in the percentage of placements in training-related jobs. The reader should be cautioned at this point that the quality of project schools' self-reports of placement records has yet to be explored and will be done in response to the next question.

Question Number Three

How effective were the follow-up services of the job placement projects and how does their data compare with other secondary vocational graduates follow-up data?

Research question number three of the process evaluation asks, What types of job placement follow-up services were intended and which were carried out? Intended follow-up services were included in the original project proposals in two sections. First, in delineating the follow-up component of the procedures for implementing the job placement services model, two items were presented. It was suggested that PS make a minimum of two follow-up visits to each employe (former student) at his/her job to obtain data on the employe's job performance and satisfaction and the employer's satisfaction. These visits should be within the first and sixth month of the former student's employment. It was also suggested in this section that a questionnaire concerning both employe and employer satisfaction be completed for guidance purposes. Second, the PS duty of "Conducts follow-up surveys" appears in the "Personnel" section.

Referring again to Table 4, follow-up and feedback concerns ranked ninth out of 14 in terms of activity days for fiscal year 1975. An inspection of the expanded PARS survey summary data in the appendices reveals that subitem 3c "Follow-up of student's job adjustment" in the business and industry contacts category logically needs to be added to the follow-up and feedback category. Combining these data produces 43.5 out of a total of 591 activity days spent on follow-up and feedback concerns. Put another way, 7.4 per cent of PS' activity time in fiscal year 1975 was spent on intended follow-up and feedback concerns.

Little data regarding follow-up and feedback concerns appears in Tables 5, 6 and 7. During the taped interview sessions two of 35 AVTS administrators and staff stated that a major contribution of the placement service was that of "surveys graduates and keeps records." A major contribution of the placement system services named by one PS was that of follow-up of students on cooperative education.

Product evaluation of the follow-up component of the job placement services model should be the results of the planned activities described above. This would include data on: (a) the number of first- and sixth-month visits to employes on the job, (b) employe job satisfaction, (c) employer assessment of employe's job performance, (d) employer's satisfaction of the employe, (e) follow-up surveys of graduates, and (f) comparisons of follow-up results to other follow-up data.

Practically no data concerning items a, b, c, d and e in the above paragraph were generated or reported by the job placement system personnel. There were no reported data responding to the planned follow-up procedure of conducting "one month and sixth month out" visits to employes on the job. Nowhere in the final

reports, interviews, or visits to placement office personnel were data on employe (former student) job satisfaction located. Likewise, no information was reported that addressed itself to employers' assessments of the employe's performance on the job. School B did state in their fiscal year 1975 final report that "Employer interview sheets indicate that (224) employer contacts were made," and "Almost all employer interview sheets indicated that they were well satisfied with our students." No similar data were reported by Schools A and C.

One stated duty of the PS was to conduct follow-up surveys. All three PS did conduct follow-up surveys, compile the results and prepare survey records. The follow-up survey data are displayed in Table 8. Notice the date of the follow-up reports for each school as shown in column two. The different report dates were indicative of the various methods used by the PS in conducting their follow-up surveys.

As explained by the PS in their final reports or during interviews, three different survey methods were employed. School A conducted a telephone survey of its graduates during November following graduation, School B conducted a mail questionnaire survey in November together with a continuous record of graduate contacts and employment status, while School C performed an "exit-interview" survey in the students' final month of school. Note the interesting results in columns six and seven of Table 8. Here it can be seen that student employment percentages increased over time (91.9 per cent to 96.9 per cent) while employment in training related job percentages decreased over time (82.4 per cent to 56.9 per cent). Schools B and C indicated in their final reports that they plan to conduct more extensive follow-up work; however, most of these statements were cast in the future tense; e.g., "A five-year follow-up study will also be conducted," "We mail Christmas cards and enclose a response card to be filled out by the student and returned. . . these results will be tabulated during January."

At the suggestion of one of the proposal reviewers, it was planned to make a comparison between the 1974 project school graduates' employment status as reported in the PS' survey records and the same graduates' employment status as reported in the VEMIS documents. Unfortunately, during the time span of this evaluation study, a moratorium on VEMIS activities and reports was instituted by the Pennsylvania Department of Education which effectively sterilized our efforts to make any meaningful comparisons.

Process data showed the PS spending 11 per cent of their time performing follow-up and feedback activities. But only one of five planned follow-up activities was completed successfully. This was conducting follow-up surveys. Three different strategies for conducting graduate surveys were conducted and their results reported. Analysis of this follow-up survey information disclosed that employment percentages increased over time but that training relatedness percentages decreased over time. Thus, readers should exercise caution when interpreting follow-up survey data (including Table 8 in this study); the closer the survey to graduation, the less reliable the data. It appears advantageous to conduct a telephone or mail questionnaire survey six months after students graduate and also maintain a continuous record of student contacts and their employment status.

Question Number Four

How effectively did the job placement services prepare youth leaving school with employability skills (e.g., resume preparation, interview skills, self-appraisal, occupational information and career planning) for obtaining employment?

Process evaluation of this question asks, What kinds of job preparation skills instruction for school exiting seniors and other students were planned and which were implemented? All three job placement project proposals included a section titled "Procedure" which listed the five primary component parts necessary for the operation of the placement system. The first primary component part was the overall educational program. Within this section attention was given to the need for employability skills instruction. However, no specific measurable activities or strategies for employability skills instruction were provided in this section. In the "Personnel" section of the proposals three PS job duties related to employability skills education were furnished. Again though, the three job duties were presented in general terms not amenable to careful analysis and measurement.

The expanded PARS results, appearing in the appendix, reveals that PS contacts with students ranks first in terms of number of activity days. Subitem 1b addresses itself specifically to the number of activity days spent on employability skills education. The three PS spent a total of 20 out of 591 activity days, or 3.9 per cent, on employability skills instruction of various types.

Several strategies for employability skills instruction were performed by the PS as disclosed in their records. The largest variety of employability skills instructional strategies were performed and documented by School A in its final project report. School A conducted large group sessions in which information on where and how to apply for a job was presented and a film on interview techniques was shown. The BES contact person met with small groups (10 to 20) of seniors and explained the functions of the BES, registered students with the proper forms, and discussed the similarities and differences between private and public employment agencies. Students at this school completed and compared the learning activities of two different job placement preparation kits--one commercial and one produced by a nearby AVTS. All seniors at this school completed, with the cooperation of their English teachers, personal resumes which were kept on file available for use. Two forms designed by the PS were used by individual students as they prepared themselves for job interviews. Students completed the job interview checklist and the job interview introduction card prior to their interviews.

Schools B and C conducted less employability skills instruction than School A according to their own records. School B indicated in its final report that an analysis of its weekly reports showed the PS spending considerable time preparing instructional materials on job hunting techniques. In the "functions of the PS" a section instructing seniors on job hunting is listed but nothing is said about its implementation. School C made three references to job preparation activities in its final report but none of these were statements of what was actually accomplished; rather they were either statements of activities that will be completed or statements concerning the importance of employability skills instruction. Finally, both Schools B and C prepared attractive "How to Get a Job" kits for individual student use. These colorful folders are learning activity packages designed to allow the interested student to complete, independently and at his/her own rate, sample job application blanks, application letters and personal resumes. Other learning activities

centered on how payroll decuctions are computed, the various types of fringe benefits, how to prepare and conduct oneself during the interview, how not to lose the job the first few weeks, and other relevant topics.

Some data regarding employability skills instruction were provided during the taped interviews with the different client groups as shown in Tables 5, 6 and 7. Given an opportunity to name the major contribution of the job placement services project to the school, nine of 35 AVTS administrators and staff members cited employability skills being more useful and higher quality. Thus, more useful and higher quality employability skills ranked third out of 20 major contributions provided by the placement project. When asked what portions of the job placement have been the most difficult to implement, one of the three PS named the interview and employability skills training.

Product evaluation of research question number four resulted from the administration of selected portions of Crites' Career Maturity Inventory to the experimental and control groups of high school seniors in the "posttest-only control group: research design." The CMI, Attitude Scale and Parts 2 and 3 of the Competence Tests were the instruments used to assess the effectiveness of employability skills introduction.

The assumption that the experimental and control students were drawn from essentially the same population because of the similar sociological and demographic backgrounds was not supported by statistical analysis as displayed in Table 10. The null hypotheses of no differences in parental occupational status scores and parental occupational prestige scores between combined male and female experimental and control group students are not supported when subjected to the Beherens-Fisher t-tests. Likewise, the null hypothesis of no significant difference in age in months between the experimental and control group females is not supported by statistical analysis. Put another way, there were: (a) significant differences between the non-AVTS combined males and females and the AVTS combined males and females on the issue of parental occupational status scores, (b) significant differences between the nonAVTS combined males and females and the AVTS males and females on the issue of parental occupational prestige scores, and (c) significant differences between the nonAVTS females and the AVTS females on the topic of age in months. In each case of a significant difference between the groups of students the difference is in favor of the nonAVTS students as shown in Table 10. The nonAVTS students' parents has significantly higher occupational status scores and occupational prestige scores, and the nonAVTS females were significantly older than the AVTS females.

Tables 11 and 12 display descriptive statistics resulting from the administration of three parts of the CMI. Table 11 shows experimental and control group means and standard deviations for the three subtests compared to state and national norms. The mean scores of both groups in the study were less than both the state and national norms on the Attitude Scale. The mean scores of both groups in this study were above the national mean but less than other AVTS state mean on the CMI, Part 2. Likewise for Part 3, the mean scores of both groups in this study were well above the national norm but less than the other AVTS. Inspection of Table 11 discloses that nonAVTS students had a higher mean score and a smaller standard deviation for each of the CMI competence subtests when compared to the AVTS students. Table 12 presents means and standard deviations for the three CMI subtests by sex and type of school. Two trends may be noted in Table 12 data display. First, in each CMI subtest the female groups consistently had smaller standard deviations than the male groups. Second, the AVTS females had higher mean scores and smaller standard deviations than the AVTS males on all three CMI subtests.

The results of the three separate analysis of covariance computations for the criterion variables of CMI Attitude Scale, Part 2, and Part 3 and the two control

Table 10

Comparisons of Student Groups by Sex on

Three "Control" Variables

Group	n	Mean Score	Standard Deviation	t-value[a]
Age in months				
AVTS Students				
Males	111	218.31	20.90	
Females	101	213.29	5.43	
Combined	212	215.92	15.75	
NonAVTS Students				
Males	51	216.20	6.17	0.975
Females	67	216.42	10.50	-2.250*
Combined	118	216.32	8.86	-0.300
Parent's occupational status score				
AVTS Students				
Males	111	46.82	28.80	
Females	101	48.17	26.47	
Combined	212	47.46	27.66	
NonAVTS Students				
Males	51	54.82	28.34	-1.661
Females	67	60.30	26.52	-2.905**
Combined	118	57.93	27.34	-3.321***

Table 10
(continued)

Group	n	Mean Score	Standard Deviation	t-value[a]
Parent's occupational prestige score				
AVTS Students				
Males	111	25.14	20.80	
Females	101	24.26	20.74	
Combined	212	24.72	20.73	
NonAVTS Students				
Males	51	31.08	23.77	-1.536
Females	67	30.51	22.87	-1.797
Combined	118	30.76	23.16	-2.353*

*Significant beyond the .05 level.

**Significant beyond the .01 level.

***Significant beyond the .001 level.

[a]All t-values reported in the NonAVTS Students' rows.

Table 11

Group Means and Standard Deviations on Subtests of Crites' Career Maturity Inventory Compared to State and National Norms

Group	n	Mean	Standard Deviation
CMI, Attitude Scale			
AVTS Students	212	36.34	5.09
NonAVTS Students	118	35.98	4.66
Pennsylvania Norm[a]	118	38.90	4.54
National Norm	2258	37.23	5.19
CMI, Part 2, Knowing About Jobs			
AVTS Students	212	16.77	3.64
NonAVTS Students	118	17.58	2.45
Other Pennsylvania AVTS[b]	34	17.85	2.79
National Norm	214	14.43	4.67
CMI, Part 3, Choosing A Job			
AVTS Students	212	14.06	6.07
NonAVTS Students	118	14.91	2.93
Other Pennsylvania AVTS[b]	34	15.00	4.09
National Norm	206	12.90	5.43

[a]This and all national norms taken from: Crites, J. (1973).

[b]Source: Lareau, E. H. (1975).

Table 12

Cell Means and Standard Deviations for Three Subtests of the Career Maturity Inventory

Sex	Type of School	
	AVTS	NonAVTS
CMI, Attitude Scale		
Females	n = 101	n = 67
	$\bar{X}$ = 35.389	$\bar{X}$ = 34.099
	SD = 4.415	SD = 3.951
Males	n = 110	n = 52
	$\bar{X}$ = 34.272	$\bar{X}$ = 33.396
	SD = 5.023	SD = 6.068
CMI, Part 2, Knowing About Jobs		
Females	n = 101	n = 67
	$\bar{X}$ = 17.012	$\bar{X}$ = 17.322
	SD = 2.379	SD = 2.560
Males	n = 110	n = 52
	$\bar{X}$ = 16.099	$\bar{X}$ = 18.339
	SD = 3.026	SD = 5.154
CMI, Part 3, Choosing A Job		
Females	n = 101	n = 67
	$\bar{X}$ = 14.263	$\bar{X}$ = 15.551
	SD = 2.520	SD = 2.896
Males	n = 110	n = 52
	$\bar{X}$ = 13.680	$\bar{X}$ = 16.277
	SD = 3.317	SD = 10.961

variables of parental occupational status scores and parental occupational prestige scores are presented in Tables 13, 14 and 15. Note that although the differences in ages for females between the AVTS students and the nonAVTS students were statistically significant, they were not conceptually important enough to be included as a control variable. Nonsignificant results were observed for the CMI Attitude Scale as shown in Table 13. The analysis of covariance results yielded a significant type of school (AVTS vs. nonAVTS) main effect for the CMI, Parts 2 and 3. Also, the analysis of covariance yielded a significant type of school x sex interaction for the CMI, Part 2. These results are shown in Tables 14 and 15.

Discussion of process evaluation data presented to answer question number four reveals the three PS spent a very small, 3.4, per cent of their time during fiscal year on employability skills instruction. Such preparation activities were listed as one of the three chief objectives of the job placement projects as listed in their original project proposals. Methods employed to teach employability skills to seniors and exiting students included: (a) large group instruction, (b) small group (10 to 20) instruction, (c) individual instruction and (d) the use of a "how to get a job" learning activity package. It should be noted that most of these activities were reported by School A only. Also, little can be said about whether or not these were the intended instructional strategies because the original proposals contained such general statements of intent as to preclude careful analysis. Finally, the item "More useful and higher quality employability skills" ranked third out of 20 major contributions provided by the placement projects as named by AVTS administrators and staff members during taped interviews.

Product evaluation discussion for question number four centers on the issue of the effectiveness of the employability skills instruction. Crites' CMI, Attitude Scale, Parts 2 and 3, were the instruments used to assess the employability skills instruction effectiveness. Statistical analysis rejected the assumption that the experimental and control students were drawn from essentially the same population differing only on their exposure to the experimental treatment of the job placement project services. This necessitated the use of a covariate analysis procedure which took into account the differences in parental occupational status and parental occupational prestige scores.

The experimental (AVTS) students attained a slightly higher mean score than the control (nonAVTS) students on the measure of career attitude maturity, but both groups' mean scores were lower than the state and national mean scores. Contrastingly, the control students attained a slightly higher mean score on CMI, Part 2, than the experimental students, and both groups' mean scores were above the national norm but less than the other Pennsylvania AVTS mean scores. Similarly, for CMI, Part 3, the control students attained a slightly higher mean score than the experimental students, and again both groups' mean scores were above the national norm but less than the state norm. It should be noted that the other Pennsylvania AVTS mean scores are based on an extremely small, but randomly drawn, sample. In the analysis of covariance computations which control for the observed differences in parental occupational status and occupational prestige scores, nonsignificant results were obtained for the CMI Attitude Scale between the experimental and control students, but significant type of school (AVTS vs. nonAVTS) main effects were observed for both Parts 2 and 3 of the CMI. Also, a significant type of school x sex interaction was observed for the CMI, Part 2.

Some comments regarding the CMI results seem to be in order. First, because the assumption that the experimental and control samples were drawn from the same population failed to gain statistical support, it appears that the only variable control sample group for future evaluation would be students attending the AVTS but not having involvement in the JPS. Second, the smaller standard deviation value

Table 13

Analysis of Covariance for the Criterion Variable of CMI, Attitude Scale and the Control Variables of Parental Occupational Status and Occupational Prestige

Source	Residuals			F-Ratio
	d.f.	Sum of Squares	Mean Square	
Type of School	1	76.504	76.504	3.26
Sex	1	76.675	76.675	3.26
Type Skl x Sex	1	3.2211	3.2211	0.14
Error (Residual)	324	7609.6	23.486	
Total (Adjusted)	329	8013.7		

Table 14

Analysis of Covariance for the Criterion Variable of CMI, Part 2, and the Control Variables of Parental Occupational Status and Occupational Prestige

Source	Residuals d.f.	Sum of Squares	Mean Square	F-Ratio
Type of School	1	112.40	112.40	11.46**
Sex	1	4.1661	4.1661	0.02
Type Skl x Sex	1	69.996	69.996	6.77*
Error (Residual)	324	3352.1	10.346	
Total (Adjusted)	329	3544.8		

*Significant beyond .05 level.

**Significant beyond .01 level.

Table 15

Analysis of Covariance for the Criterion Variable of CMI, Part 3, and the Control Variable of Parental Occupational Status and Occupational Prestige

Source	Residuals d.f.	Residuals Sum of Squares	Residuals Mean Square	F-Ratio
Type of School	1	269.30	269.30	10.47**
Sex	1	1.1142	1.1142	0.01
Type of Skl x Sex	1	32.220	32.220	1.23
Error (Residual)	324	8516.8	26.286	
Total (Adjusted)	329	8824.1		

**Significant beyond .01 level.

for females consistently appearing in each CMI subtest for both experimental and control groups may be supporting the notion that females do not perceive themselves as having as wide a variety of career-oriented options and choices as do males. Third, on the basis of the fact that significant differences in scores for two of three CMI subtests appeared in favor of the control students, after taking into account the two control variables of parental occupational status and parental occupational prestige scores, it is concluded that the PS did not effectively conduct employability skills instruction. Fourth, since the instruments chosen to assess the employability skills instruction measured career attitude maturity, occupational information performance and career goal selection ability while the PS stressed resume preparation, filling out job application blanks, and interview skills, it is suggested that criterion-referenced performance tests of employability skills as taught by the PS may have yielded different results.

Question Number Five

How effective were the job placement services at establishing cooperative relationships with the local BES and business and industry which facilitated successful entry of youth into employment?

Question number five of the process evaluation asks, What procedures for establishing lines of cooperative communications with local BES offices and business and industry were designed and which were accomplished? The establishment of lines of communication with the BES and (business and) industry which facilitated the successful entry of youth into the labor market was one of the three original job placement project objectives as presented in JPS proposals. Five specific areas of cooperation between the BES liaison person and the PS are listed in section B of the project proposals. They are:

1. Shared lists of job openings.
2. Development of job openings for students with special needs, such as handicapped students.
3. Enrollment of students in special programs that operate within the framework of the Bureau of Employment Security. Some of these programs are: the Job Corps, MDTA Institutional Training, MDTA On-the-Job Training (OJT), MDTA Part-Time and Other Training, Manpower Employment Assistance and Training Act, the Neighborhood Youth Corps (NYC) Out-of-School Program, Opportunities Industrialization Centers (OIC), Public Service Careers (PSC) and Vocational Rehabilitation.
4. Matching students with jobs.
5. Communicating to assure that job openings are current and valid.

There were no areas of cooperation between the PS and business and industry contacts specified in the project proposals.

Analysis of the projects' weekly and final reports reveals the PS did conduct activities with the BES which were in line with the majority of the planned areas of cooperation listed above. The PS and the BES liaison persons did establish cooperative relationships in the following planned areas: shared lists of job openings, the development of job openings for students with special needs, matching students with jobs and communicating to assure that job openings are current and valid. There was no evidence that the PS and BES liaison person worked cooperatively for the enrollment of students in special programs that operate within the framework of the BES, such as the Job Corps, MDTA and NYC programs.

As shown in the full anecdotal record survey summary data appearing in the appendices and in the Table 4 condensed version, contacts with business and industry and contacts with BES ranked second and third, respectively, in terms of most number of activity days reported by the PS in their weekly reports during fiscal year 1975. Collectively, the three PS spent 23.9 per cent of their time in business or industry contacts and 7.3 per cent of their time in BES contacts. The PS spent 31.2 per cent of their activity time conducting business and industry or BES contacts, which was one of the three main objectives of the job placement projects.

Question number five of the product evaluation is concerned with the amount efficiency of cooperation between the job placement specialists and the BES and business and industry. There were little "hard" data responding to the question of how much and how efficient the cooperative efforts were. Most data responding to this question are statements made by respondents during interviews and evidence contained in final project reports. However, in surveying employers it was found that 86.5 per cent of those responding indicated their firms had used the job placement services in hiring graduates. Moreover, of those who had used the job placement services, 95.8 per cent indicated that the job placement services performed satisfactorily.

Statements about the amount and efficiency of cooperation between the placement office and the BES and business and industry were made during the taped interviews as shown in Tables 5, 6 and 7. Twelve of 35 AVTS administrators and staff members named "The PS was aware of job openings and does job development" as the major contribution of the JPS--the most frequently mentioned item. Eleven interviewers stated that the project had established good public relations with employers for the second ranked major contribution of the JPS. One interviewee stated that the employers were very cooperative when asked how well the model had been implemented. Eight persons stated there were cooperative, not overlapping, efforts between the BES and the PS.

The placement specialists' interview results are presented in Table 6. One PS indicated that two of the major contributions of the job placement project have been the employer contacts and job development and that the project educated the employers as to what the AVTS produced. When directly asked how helpful the BES has been in implementing the model, two of the three PS gave very favorable responses while the third did not directly answer the question. One of the PS stated that the BES liaison person spent time speaking to the students and also spent time speaking to the employers with the PS. Given a chance to name what changes they would make in the placement model, two different PS named a total of four changes in the model that involve BES cooperation.

Interview results with two BES personnel from each of the three job placement sites are presented in Table 7. When asked if the job placement program improved relationships between the school and the BES, four of six BES personnel stated that there was more cooperation now and a fifth stated the relationship was more efficient. None gave a negative response.

In the projects' final reports, ten instances of cooperative relationships between the PS and the local BES are given while five instances of cooperative relationships between the PS and business and industry are reported. Typical comments include: "Working cooperatively with the BES office has established excellent relationships." "The placement specialist should get involved in management clubs and personnel organization." "Having a placement person has increased the active relationship with the local business and industrial community."

In discussing the findings presented to answer the question of how effective the JPS were at establishing cooperative relationships with the BES and business and industry, it should be noted that the placement specialists spent nearly one-third of their time conducting such contact activities. This amount of time corresponds directly to the fact that such activities were one of three of the projects' original objectives. Further, there is evidence that the majority of the planned areas of cooperation between the PS and the BES have been accomplished. Add to this the fact that the majority of the PS and the BES personnel offered favorable comments about their cooperative efforts and the fact that the AVTS administrator and staff's first and second ranked major contributions involved business and industry cooperative efforts. The weight of the evidence presented by these several sources leads one to conclude that the PS did a fine job of establishing cooperative relationships with the BES and business and industry.

Question Number Six

What are the attitudes of students, parents, AVTS administrators and staff, employers, community contacts, and BES personnel toward the job placement project services?

Data concerning attitudes of the target audiences about the job placement project services were obtained from questions posed on various forms of the JPEQ. A paraphrased version of JPEQ questions are used in the presentation of results shown in each table in this section. The reader is encouraged to consult the full questionnaires appearing in the appendices for the exact wording of each item for each specific response group.

Student attitudes toward the job placement services were obtained from several items in student versions of the JPEQ. The combined per cent ratings of importance and performance for four major occupational information services by AVTS seniors, nonAVTS seniors, and 1974 AVTS graduates are displayed in Table 16. Each respondent rated each item's importance and the job placement services' performance on a five-point rating scale. The number of five and four ratings for those responding were combined and presented as a percentage figure for that group. The number of blank responses for each item was very small and, thus, percentages were computed excluding them.

In Table 16, the first occupational information service item and its subitems dealt with providing students with descriptive information about occupations. Generally speaking, the nonAVTS students rated their school's performance on this item much lower than the AVTS seniors and recent AVTS graduates. The AVTS seniors and recent graduates held very similar attitudes about the importance of the first items' subpoints except for the single subitem of "Opportunities for promotion on career advancement" which the recent graduates rated slightly less important. Of the five subitems, slightly more than one-half of all three groups felt that "Identifies other occupations that have similar skill or knowledge requirements" was the lowest ranked item in terms of importance. The majority of the AVTS seniors and recent graduates were satisfied with the job placement services performance for all but one subitem, albeit only moderately so. Less than one-half of both the AVTS seniors and recent graduate groups were satisfied with the job placement services performance on the item "Description of special tools, equipment, or instruments used on the job."

The second occupational information services item and its subitems presented in Table 16 dealt with providing students with information on the various occupational requirements. Again, the nonAVTS students' attitudes about the importance of the

Table 16

Combined Per Cent Ratings[a] of Importance and Performance of Occupational Information Services by Seniors and Recent Graduates

Occupational Information Service[b]	AVTS Students		NonAVTS Students		'74 AVTS Graduates	
	Impt	Perf	Impt	Perf	Impt	Perf
1. Providing students with descriptive information about occupations, such as:						
1a. Description of duties or tasks (Nature of work).	85.7	71.0	81.2	20.6	88.2	68.6
1b. Description of special tools, equipment or instruments used on the job.	73.0	47.8	64.1	16.3	82.0	46.0
1c. Identifies other occupations that have similar skill or knowledge requirements.	57.1	52.3	56.4	23.9	52.1	51.0
1d. Opportunities for promotion or career advancement.	81.1	64.8	86.3	30.7	58.8	55.1
1e. Working conditions (e.g., indoors or outdoors, work week and schedules and working conditions, such as stress, physical settings, safety, kind of supervision or people in the work)	85.4	61.0	82.7	23.1	83.6	56.3

Table 16
(continued)

Occupational Information Service	AVTS Students		NonAVTS Students		'74 AVTS Graduates	
	Impt	Perf	Impt	Perf	Impt	Perf
2. Providing students with information on the occupational requirements.						
2a. Personal requirements: interests, aptitudes, abilities, and physical qualities that can be related to characteristics of the occupation (e.g., requirenents for lifting, working with detail, etc.).	74.0	68.6	80.2	32.8	89.2	53.1
2b. Preparation requirements: school subjects or courses of study; special training; work experience.	86.1	79.3	89.8	57.3	84.3	74.5
2c. Other requirenents: licensing or certification information; information on associations or unions; information on exaninations that may be required; information on special requirements such as citizenship, language, etc.	62.0	49.0	69.0	25.4	60.5	52.4
3. Providing students with economic information about the occupation:						

Table 16
(continued)

Occupational Information Service	AVTS Students		NonAVTS Students		'74 AVTS Graduates	
	Impt	Perf	Impt	Perf	Impt	Perf
3a. Number of workers in the occupation and related data; industry employment, geographic distribution, self-employment, sex distribution, etc.	48.1	46.7	61.9	22.2	46.8	44.7
3b. Descriptive outlook information, including projections of demand, supply, relationship between supply and demand and factors that affect outlook (technological, economic, or demographic).	58.8	46.9	57.2	22.0	55.3	51.0
3c. Information and data on earnings (beginning earnings, average earnings, and ranges).	84.7	62.7	79.4	21.4	89.6	52.1
3d. Information on fringe benefits (vacations, insurance, medical coverage).	68.9	35.5	71.8	16.2	75.6	28.9
3e. Information on costs to workers (union membership, tools and equipment, etc.).	64.9	40.6	54.8	6.0	65.9	27.3

Table 16
(continued)

Occupational Information Service	AVTS Students		NonAVTS Students		'74 AVTS Graduates	
	Impt	Perf	Impt	Perf	Impt	Perf
4. Providing students with information on ways to locate job openings; such as, Bureau of Employment Security, want ads in newspaper, private employment agency.	91.7	75.3	83.3	39.3	89.3	77.1

[a]Ratings of 4 and 5 on a 5 point rating scale.

[b]Source: U. S. Dept. of Labor (1974).

subitems were very similar to the other two groups,but attitudes about their school's performance were consistently lower. The job placement services were judged best at providing preparation requirement information such as school subjects, special training, and work experience. Less than one-half of the AVTS seniors and just 52.4 per cent of the 1974 AVTS graduates gave the job placement services a good or excellent rating on subitem 2b "Other requirements," a relatively poor evaluation.

Providing students with economic information about the occupation and its subitems was the third item rated by the student groups. A rather strong agreement between both AVTS groups for both importance and performance of subitems 3a and 3b appears in Table 16. Just about 50 per cent of the respondents rated the items "Number of workers in the occupation" as being very important and just about 50 per cent of the respondents felt their school's job placement services were doing an excellent or very good job of providing such information. More than half of the respondents agreed on the importance of the other three subitems but less than that number felt the job placement services were performing well. Recent graduates were especially critical of the job placement services performance in providing information on fringe benefits and information on costs to workers--less than three out of 10 respondents felt the job placement services were performing well in each case.

Student groups were most positive in their responses to the fourth occupational information service item of providing students with information on ways to locate job openings. Nine out of every 10 respondents felt this item was very important and three-fourths of those responding felt the job placement services were performing well.

Table 17 presents the rank order, number of positive responses, and percentage figures for the JPEQ item asking who provided occupational information to students. Teachers ranked first and second for the AVTS students and the nonAVTS students respectively. Parents ranked only fourth for the AVTS group but first for the nonAVTS group. Other students ranked high for both groups; second for the AVTS seniors and tied for third for the nonAVTS students. Relatives tied for third for nonAVTS students but only sixth for the AVTS students.

Each student surveyed was given an opportunity to make any kind of comment he or she wished about occupational information and job placement services. Their results appear in Table 18. While the majority of the students chose not to make any comments, some did and those were coded. Fifteen per cent of the AVTS students volunteered a positive comment while only six per cent of the nonAVTS students did so. Quite the reverse is the case for negative comments. Only five per cent of the AVTS students offered negative comments but 21 per cent of the nonAVTS students made negative comments. Examples of the positive, negative and neutral comments appear in the appendices. Ignoring the"No Comments," the chi-square value for 2 degrees of freedom is 30.16, significant well beyond the .001 level.

Table 19 presents data regarding attitudes by nonstudent groups toward the job placement services being a major responsibility of the AVTS. More than two-thirds of all the nonstudent groups except one agreed the job placement service should be a major responsibility of the AVTS. Only the BES personnel group disagreed; two-thirds of BES personnel group responded "No" to the questionnaire item. Omitting the recent graduates, the chi-square value for observed responses differing from a normal distribution for 12 degrees of freedom is 50.01, significant well beyond the .001 level.

Table 17

Rank Order, Positive Responses, and Per Cent for the Multiple Response Question of Who Provided Occupational Information to Student Groups

Group	AVTS Students (n = 217)			Non-AVTS Students (n = 118)		
	Rank	No.	%	Rank	No.	%
Teachers	1	87	40.1	2	64	54.2
Other Students	2	82	37.8	3	56	47.5
School Counselors	3	52	24.0	6	52	44.1
Parents	4	44	20.3	1	80	67.8
General Reading	5	43	19.8	5	53	44.9
Relatives	6	35	16.1	3	56	47.5
AVTS Graduates	7	30	13.8	7	9	7.6
Bureau of Employment Security	8	15	6.9	8	1	0.8

Note. The AVTS students were asked to respond if the occupational information was provided by other than the job placement specialist; nonAVTS students did not have that option.

[a] Tie

Table 18

Responses in the Open Comments Section of Job Placement Evaluation Questionnaire by Student Groups

Nature of Response	AVTS Students (217)		NonAVTS Students (118)	
	No.[a]	%	No.	%
No Comment, Blank	136	62.9	76	64.4
Positive Comment	33	15.2	7	5.9
Negative Comment	10	4.6	25	21.2
Neutral Comment	34	15.7	10	8.5

Note. Number in parentheses following student group name denotes total number of returned questionnaires.

[a] Missing data causes column total not to equal number of questionnaires returned.

Table 19

Attitudes Toward the Job Placement Services Being a Major Responsibility of the AVTS by Nonstudent Groups

Group	Responses							
	No Response		Yes		No		I Don't Know	
	No.	%	No.	%[a]	No.	%	No.	%
1974 AVTS Graduates	0	0.0	47	90.4	3	5.8	2	3.8
Parents	4	2.5	117	74.1	39	24.7	2	1.3
AVTS Administration and Staff	1	0.6	151	86.8	21	12.1	2	1.1
Employers	3	3.5	69	83.1	11	13.3	3	3.6
Community Contacts	0	0.0	8	66.7	4	33.3	0	0.0
BES Personnel	0	0.0	5	26.3	13	68.4	1	5.3

[a]Percentages were computed excluding the No Responses.

Each JPEQ asked the respondent if he or she was aware of a written policy for the job placement service in the local AVTS. Data displayed in Table 20 reveals nine out of 10 recent graduates responded affirmatively. However, all other groups were much less aware of a written policy for job placement services. A little over one-half of the AVTS administrators and staff and less than one-half of the parents, employers, community contacts, and BES personnel answered "Yes" to the questionnaire item. In fact, more than one-half of these groups responded "I Don't Know" to the question. The value of chi-square for 15 degrees of freedom is 55.61, significant well beyond the .001 level.

Each JPEQ also asked if the respondent was aware of the job placement services functions and activities at the local AVTS. Table 20 shows that more than two-thirds of each group was aware of the job placement services functions and activities. One out of every 10 recent graduates and AVTS administrators and staff members responded "I Don't Know" to the questionnaire item. Omitting the parents and school administrators and staff, the value of chi-square for nine degrees of freedom was 13.71, not significant.

In a series of questionnaire items, respondents were asked to indicate who should provide job placement services. Each JPEQ contained a definition of job placement services as perceived by the questionnaire authors. Rather than change the format of the questionnaire to permit a multiple choice type of answer, each possible response option was presented in turn in the same format as the remainder of the JPEQ. The results are displayed in Table 21. Responses fluctuated anywhere from one out of 10 to seven out of 10 agreeing that either student personnel services, cooperative education, or the BES should provide the job placement services. More than 85 per cent of each of the respondent groups felt that the job placement services should be a combined effort of teachers, guidance personnel, school administration, and BES personnel. Nine out of 10 recent graduates, parents, AVTS administration and staff and 10 out of 10 BES personnel responded yes to the job placement services being a combined effort. The chi-square value for the distribution of responses differing from a normal distribution for 15 degrees of freedom is 31.10, significant at the .01 level.

Attitudes toward whom the job placement services should serve are presented in Table 22. The majority of the respondents, more than two-thirds of each group, agreed that the job placement services should serve 12th graders and early school leavers. The chi-square value for 15 degrees of freedom is 19.36, not significant. Attitudes toward whether or not the job placement services should be available year round for all students are also presented in Table 22. The majority of the groups agreed that the job placement services should be available year round for all students. Seven out of 10 BES personnel, eight out of 10 recent graduates, parents, AVTS administrators and staff, employers, and nine out of 10 community contacts answered "Yes" that job placement services should be available all year round for all students. The chi-square value for 15 degrees of freedom is 10.63, not significant.

A series of questions specifically prepared for the BES respondents and their results are displayed in Table 23. Slightly more than one-half of the BES respondents agreed that the AVTS job placement project has improved BES relations with both students and AVTS teachers. More than half of the BES personnel agreed that who gets "credit" for a student placement hinders placement efforts. Six out of 10 respondents agreed that the joint placement effort was responsible for needless overlapping of employer contacts. Eight out of 10 respondents said "No" when asked if the percentage of BES staff time for placement of AVTS students decreased as a result of the local AVTS job placement program. The majority (57.9 per cent)

Table 20

Awareness of a Written Policy and the Functions and Activities of the Job Placement Services by Nonstudent Groups

Group	Responses							
	No Response		Yes		No		I Don't Know	
	No.	%	No.	%[a]	No.	%	No.	%
Awareness of a written policy for JPS								
1974 AVTS Graduates	1	1.9	47	92.2	0	0.0	4	7.8
Parents	3	1.9	67	42.1	5	3.1	87	54.7
AVTS Administration and Staff	1	0.6	97	55.7	11	6.3	66	37.9
Employers	3	3.5	35	42.2	2	2.4	46	55.4
Community Contacts	0	0.0	5	41.7	0	0.0	7	58.3
BES Personnel	0	0.0	9	47.4	0	0.0	10	52.6
Awareness of JPS functions and activities								
1974 AVTS Graduates	0	0.0	38	73.1	7	13.5	7	13.5
Parents	2	1.2	113	70.6	43	26.9	4	2.5
AVTS Administration and Staff	1	0.6	137	78.7	17	9.8	20	11.5
Employers	3	3.5	62	74.7	16	19.3	5	6.0
Community Contacts	0	0.0	8	66.7	4	33.3	0	0.0
BES Personnel	0	0.0	18	94.7	0	0.0	1	5.3

[a]Percentages were computed excluding the No Responses.

Table 21

Attitudes Concerning Whom Should Provide Job

Placement Services by Nonstudent Groups

Group	Responses							
	No Response		Yes		No		I Don't Know	
	No.	%	No.	%[a]	No.	%	No.	%
Student personnel services/guidance - counseling								
Parents	3	1.9	113	71.1	27	17.0	19	11.9
AVTS Administration and Staff	2	1.1	73	42.2	88	50.9	12	6.9
Employers	3	3.5	62	74.7	11	13.3	10	12.0
Community Contacts	0	0.0	8	66.7	4	33.3	0	0.0
BES Personnel	0	0.0	6	31.6	11	57.9	2	10.5
Cooperative education area or person								
Parents	8	4.9	95	61.7	35	22.7	24	15.6
AVTS Administration and Staff	2	1.1	114	65.9	45	26.0	14	8.1
Employers	9	10.5	47	61.0	16	20.8	14	18.2
Community Contacts	0	0.0	4	33.3	4	33.3	4	33.3
BES Personnel	1	5.3	4	22.2	13	72.2	1	5.6

Table 21
(continued)

Group	Responses							
	No Response		Yes		No		I Don't Know	
	No.	%	No.	%[a]	No.	%	No.	%
Bureau of Employment Security								
Parents	3	1.9	29	18.2	119	74.8	11	6.9
AVTS Administration and Staff	1	0.6	9	5.2	161	92.5	4	2.3
Employers	4	4.7	4	4.9	71	86.6	7	8.5
Community Contacts	0	0.0	4	33.3	8	66.7	0	0.0
BES Personnel	0	0.0	12	63.2	6	31.6	1	5.3
Combined efforts of teachers, guidance personnel, school administration, and Bureau of Employment Security								
1974 AVTS Graduates[b]	0	0.0	48	92.3	3	5.8	1	1.9
Parents	0	0.0	156	96.3	2	1.2	4	2.5
AVTS Administration and Staff	1	0.6	165	94.8	4	2.3	5	2.9
Employers	3	3.5	71	85.5	10	12.0	2	2.4
Community Contacts	0	0.0	11	91.7	1	8.3	0	0.0
BES Personnel	0	0.0	19	100.0	0	0.0	0	0.0

[a]Percentages were computed excluding the No Responses.

[b]This was the only option available to the 1974 AVTS graduates on the questionnaire.

Table 22

Attitudes Toward Whom the Job Placement Services Should Serve and If it Should Be Available All Year Round by Nonstudent Groups

Group	Responses							
	No Response		Yes		No		I Don't Know	
	No.	%	No.	%[a]	No.	%	No.	%
JPS should serve 12th graders and early school leavers								
1974 AVTS Graduates	1	1.9	34	66.7	16	31.4	1	2.0
Parents	0	0.0	125	77.2	32	19.8	5	3.1
AVTS Administration and Staff	3	1.7	139	80.8	28	16.3	5	2.9
Employers	4	4.7	60	73.2	18	22.0	4	4.9
Community Contacts	0	0.0	9	75.0	3	25.0	0	0.0
BES Personnel	0	0.0	18	94.7	1	5.3	0	0.0
JPS should be available all year round for all students								
1974 AVTS Graduates	1	1.9	42	82.4	8	15.7	1	2.0
Parents	2	1.2	129	80.6	23	14.4	8	5.0
AVTS Administration and Staff	2	1.1	148	85.5	19	11.0	6	3.5
Employers	3	3.5	69	83.1	8	9.6	6	7.2
Community Contacts	0	0.0	11	91.7	1	8.3	0	0.0
BES Personnel	1	5.3	13	72.2	4	22.2	1	5.6

[a]Percentages were computed excluding the No Responses.

Table 23

Responses of Bureau of Employment Security Personnel

to Selected Questionnaire Items

Item	Responses							
	No Response		Yes		No		I Don't Know	
	No.	%	No.	%[a]	No.	%	No.	%
1. Has the AVTS job placement project improved BES relations with students?	0	0.0	11	57.9	3	15.8	5	26.3
2. Has the AVTS job placement project improved BES relations with AVTS teachers?	1	5.3	10	55.6	2	11.1	6	33.3
3. Does the question of who gets "credit" for a student placement hinder placement efforts?	0	0.0	11	57.9	8	42.1	0	0.0
4. Was the joint placement effort responsible for needless overlapping of employer contacts?	0	0.0	12	63.2	6	31.6	1	5.3
5. Has the percentage of BES staff time for placement of AVTS students decreased as a result of the local AVTS job placement program?	0	0.0	2	10.5	16	84.2	1	5.3
6. Has the joint placement effort resulted in increased employers' use of BES services in the past year?	0	0.0	1	5.3	7	36.8	11	57.9

Table 23
(continued)

Item	Responses							
	No Response		Yes		No		I Don't Know	
	No.	%	No.	%[a]	No.	%	No.	%
7. In your opinion, did the AVTS and BES joint placement effort increase the number of students placed in jobs this past year?	0	0.0	10	52.6	4	21.1	5	26.3

[a]Percentages were computed excluding the No Responses.

of the BES personnel responded, "I Don't Know" to the question if the going placement effort resulted in increased employer's use of BES services in the past year. Finally, when asked if the AVTS and BES joint placement effort increased the number of students placed in jobs this past year, one-half responded "Yes," and one-fourth responded "I Don't Know".

Each group surveyed was asked its attitudes toward the importance of four major occupational information services whether provided by the job placement services or not. Results of the attitudes expressed toward the four occupational information services are displayed in Tables 24, 25, 26 and 27. Overall, the majority of respondents in all groups felt that each of the four occupational information services was either very important (five on the five-point scale) or important (four on the five-point scale). But there were several differences in attitudes worth noting. All respondent groups rated occupational information service statement number three (providing students with economic information about occupations) somewhat less important than the other three occupational information service statements. The community contacts expressed attitudes of lower importance for each of the four occupational information services statements, although it should be noted that this was the smallest group of respondents. Employers and community contacts attached less importance to the item of providing students with information on ways to locate job openings than any other groups.

At the end of each JPEQ, respondents were given an opportunity to express any comments about the occupational information services or job placement services. Results are shown in Table 28. The greater majority of each group chose not to make any comments, but of those who did, the majority made positive comments except community contacts. For those making comments in this section of the JPEQ except the recent graduates the value of chi-square for six degrees of freedom was 7.74, not significant.

Discussion of results responding to the sixth research question concerning attitudes of the various client groups surveyed are limited to this study because of the lack of any previous baseline or comparable data. Student attitudes presented in Tables 16 through 18 show the experimental group to rate their school's performance consistently higher than the control group on providing occupational information. This response was anticipated because the experimental students attended occupationally-oriented schools and because they were the recipients of the special activities of the job placement services. Analysis of the AVTS students and recent AVTS seniors data indicated that although the majority of both groups were generally in agreement about the importance and performance of their school in providing four major headings of occupational information services, it appears that the schools could improve in providing the following specific occupational information items: (1) descriptions of special tools, equipment, or instruments used on the job; (2) information on fringe benefits of the job; and (3) information on costs to workers such as union membership, tools and equipment. The importance of teachers as influences on students is reaffirmed by their being ranked first and second as sources of occupational information, but the high ranking of "other students" as sources of occupational information is surprising. Perhaps it would be wise to include students, such as working peers or recent graduates, in instructional strategies designed to teach occupational information because of the high regard students have for them.

The amount of support toward the job placement services being a major responsibility of the AVTS by all nonstudent groups except the BES is encouraging. The lack of support on this item by the BES might be logically construed as an attempt to support its federal/state mandated objectives.

Table 24

Importance of Occupational Information Services

Statement Number One[a] by All Groups

Group	Omit (N)	Responses[b] Very Important 5 No.	%	4 No.	%	3 No.	%	2 No.	%	Not Too Important 1 No.	%
AVTS Students	2	61	29.0	121	57.6	25	11.9	3	1.4	0	0.0
NonAVTS Students	4	25	21.9	71	62.3	13	11.4	5	4.4	0	0.0
1974 AVTS Graduates	3	19	38.8	26	53.1	4	8.2	0	0.0	0	0.0
Parents	2	133	83.1	18	11.2	9	5.6	0	0.0	0	0.0
Administration and Staff	3	127	73.8	30	17.4	13	7.6	0	0.0	2	1.2
Employers	2	52	61.9	19	22.6	10	11.9	1	1.2	2	2.4
Community Contacts	0	8	66.7	2	16.7	2	16.7	0	0.0	0	0.0
BES Personnel	0	14	73.7	3	15.8	1	5.3	1	5.3	0	0.0

[a]Providing students with descriptive information about occupations, such as: duties of job, special tools or equipment, promotion opportunities, and working conditions.

[b]Percentages were computed excluding omits/blanks.

Table 25

Importance of Occupational Information Services

Statement Number Two[a] by All Groups

Group	Omit (N)	Responses[b] Very Important 5 No.	%	4 No.	%	3 No.	%	2 No.	%	Not Too Important 1 No.	%
AVTS Students	2	68	32.4	106	50.5	31	14.8	5	2.4	0	0.0
NonAVTS Students	4	35	30.7	61	53.5	16	14.0	2	1.8	0	0.0
1974 AVTS Graduates	3	20	40.8	17	34.7	10	20.4	2	4.1	0	0.0
Parents	3	116	73.0	33	20.8	9	5.7	1	0.6	0	0.0
Administration and Staff	3	126	73.3	32	18.6	11	6.4	0	0.0	3	1.7
Employers	2	51	60.7	23	27.4	7	8.3	0	0.0	3	3.6
Community Contacts	0	8	66.7	1	8.3	3	25.0	0	0.0	0	0.0
BES Personnel	0	9	47.4	7	36.8	3	15.8	0	0.0	0	0.0

[a]Providing students with information on occupational requirements, such as: personal requirements like interests, aptitudes, and abilities; preparation requirements like school courses and subjects; licensing or certification necessary; other requirements such as union membership, state or other examinations, or special language requirements.

[b]Percentages were computed excluding omits/blanks.

Table 26

Importance of Occupational Information Services

Statement Number Three[a] by All Groups

Group	Omit (N)	Responses[b] Very Important 5 No.	%	4 No.	%	3 No.	%	2 No.	%	Not Too Important 1 No.	%
AVTS Students	2	41	19.5	113	53.8	53	25.2	3	1.4	0	0.0
NonAVTS Students	4	16	14.0	64	56.1	31	27.2	3	2.6	0	0.0
1974 AVTS Graduates	3	8	16.3	28	57.1	12	24.5	1	2.0	0	0.0
Parents	3	81	50.9	37	23.3	32	20.1	4	2.5	5	3.1
Administration and Staff	3	91	52.9	43	25.0	32	18.6	3	1.7	3	1.7
Employers	2	26	31.0	19	22.6	28	33.3	8	9.5	3	3.6
Community Contacts	0	6	50.0	3	25.0	2	16.7	0	0.0	1	8.3
BES Personnel	0	8	42.1	6	31.6	5	26.3	0	0.0	0	0.0

[a]Providing students with economic information about occupations, such as: number of workers in the occupation, geographic distribution of workers, self-employment; descriptive outlook of occupations such as projections of supply and demand; information on earnings, beginning, average, and top; information about fringe benefits, and other economic information.

[b]Percentages were computed excluding omits/blanks.

Table 27

Importance of Occupational Information Services

Statement Number Four[a] by All Groups

Group	Omit (N)	Responses[b] Very Important 5 No.	%	4 No.	%	3 No.	%	2 No.	%	Not Too Important 1 No.	%
AVTS Students	3	139	66.5	53	25.4	15	7.2	2	1.0	0	0.0
NonAVTS Students	4	61	53.5	36	31.6	13	11.4	4	3.5	0	0.0
1974 AVTS Graduates	3	29	59.2	13	26.2	4	8.2	3	6.1	0	0.0
Parents	3	105	66.0	28	17.6	18	11.3	5	3.1	3	1.9
Administration and Staff	3	124	72.1	34	19.8	12	7.0	0	0.0	2	1.2
Employers	2	36	42.9	18	21.4	23	27.4	5	6.0	2	2.4
Community Contacts	0	7	58.3	1	8.3	2	16.7	2	16.7	0	0.0
BES Personnel	0	14	73.7	4	21.1	1	5.3	0	0.0	0	0.0

[a]Providing students with information on ways to locate job openings, such as: Bureau of Employment Security, newspaper want ads, private employment agencies.

[b]Percentages were computed excluding omits/blanks.

Table 28

Responses in the Open Comments Section of

Job Placement Evaluation Questionnaire

by Nonstudent Groups

Nature of Response	'74 Grads		Parents		Admin. & Staff		Employers		Comm. Contacts		BES Personnel	
	No.	%	No.[a]	%	No.	%	No.[a]	%	No.	%	No.	%
No Comm., Blank	37	71.2	121	74.7	130	74.3	65	75.6	9	75.0	12	63.2
Positive Comment	8	15.4	27	16.7	20	11.4	8	9.3	0	0.0	3	15.8
Negative Comment	1	1.9	8	4.9	12	6.9	5	5.8	3	25.0	2	10.5
Neutral Comment	6	11.5	5	3.1	13	7.4	5	5.8	0	0.0	2	10.5

[a]Missing data causes column total to not equal the number of questionnaires returned.

Responses to the questionnaire items of awareness of a written policy and the functions and activities of the job placement services by nonstudent groups were confusing. The authors assumed that the hiring of a PS and his/her involvement in a job placement project would automatically denote a written policy for such services. However, the respondents indicated more awareness of the functions and activities of the job placement services than a written policy for such services. Some respondents were apparently confused by the word "written" before policy as indicated by their crossing it out or inserting question marks over it. It appears that some type of communications regarding the specific policy establishing the job placement services would prove useful in eradicating the apparent discrepancy. After seeing the preliminary results, one PS stated that teachers in his building could not separate the cooperative education function from the placement function.

The overwhelming support by all groups for this idea that job placement services should be a combined effort of teachers, guidance personnel, school administration and BES personnel is encouraging. Their responses confirm the beliefs held by the job placement model itself and by most authors on the topic.

The fact that more respondents agreed the job placement service should be available all year round for all students than should serve 12th graders and early school leavers is a little confusing. Post hoc analysis reveals that the former statement is actually asking for support of two concepts at the same time; i.e., (1) job placement service should be available all year round, and (2) job placement service should be available for all students. Part two of this item, therefore, includes all of what is asked in the latter questionnaire item plus more. Put another way, the one item seeks support for job placement services for only 12th graders and early school leavers, while the other item seeks support for all (including 10th and 11th graders) students. Hence, the responses, although both are supportive, are a little confusing and worth further research.

An analysis of the responses made by BES personnel to their questionnaire items discloses a moderately supportive position regarding the job placement service projects. It is encouraging to note the majority of the BES personnel felt the job placement service had improved BES relations with both students and AVTS teachers. Also, the fact that one-half of the respondents agreed the joint placement effort had increased the number of students placed in jobs is supportive. The majority of the BES group felt that BES staff time for AVTS students did not decrease. This is supporting the portion of the job placement service model calling for increased BES effort (and, therefore, time) in placing AVTS students. However, less comfort can be taken from BES attitudes that joint placement efforts were responsible for needless overlapping of employer contacts and resulted in no demonstrable increase in employers' use of BES services. A little surprising is how few BES personnel agreed that who gets "credit" for a student placement hinders placement efforts, especially when one considers that the whole efficiency of the BES office is dependent on the number of placements.

Responses to items concerning the importance of providing students four major types of occupational information services are the last items drawing a discussion. The majority of all groups felt that all four occupational information services were either important or very important shows an across the board agreement that was unexpected. It would seem that reasons why all groups rated "providing students with economic information about occupations" less important than other items are worth further investigation. Also, efforts to discern why employers and community contacts rated "providing students with information on ways to locate job openings" less important than any other groups surveyed should be undertaken.

Question Number Seven

What knowledge, participation rates, and attitudes do students, parents, AVTS administrators and staff, employers, community contacts and BES personnel have concerning Pennsylvania's Computer Assisted Placement Services (CAPS) project?

This question deals with another type of job placement service that was in operation at the time of this evaluation study. The computer assisted placement project was a statewide information service that linked available occupationally-trained high school graduates with potential employers by use of specially prepared forms and subsequent processing by a computer. During the conduct of this study a moratorium was imposed on the CAPS project.

Product evaluation data responding to the seventh research question are presented in Table 29. Only 62.3 per cent of the students, 28.9 per cent of the recent graduates, 35.0 per cent of the parents and 35.1 per cent of the AVTS administrators and staff were aware of the CAPS program according to their questionnaire responses. The majority of the groups, or more specifically, 71.1 per cent of the recent graduates, 64.9 per cent of the parents, and 65.0 per cent of the AVTS administrators and staff responded "No" and "I Don't Know" to the awareness of the CAPS program question.

Only seven of 82, or 8.5 per cent, of the employers responding to the question answered that someone in their firm was participating in the CAPS project while 61, or 74.4 per cent, answered "No" and 14, or 17.1 per cent, answered "I Don't Know."

When asked if the job placement services program and CAPS program represent duplication of efforts, slightly more than half (52.6 per cent) of the BES personnel responded "Yes" while 63.2 per cent of the AVTS administrators and staff and 83.5 per cent of the employers responded "I Don't Know" to the question. The value of chi-square for nine degrees of freedom is 44.10, significant well beyond the .001 level.

Comments and responses made during the taped interviews substantiated the questionnaire responses. In the AVTS administrator and staff interviews a total of 23 negative comments about CAPS were voiced while not one positive comment was made. As displayed in Table 5, 15 AVTS administrators and staff members said they "Filled out (CAPS) forms, but never heard." Two of the three PS said that "CAPS has been time consuming and of no value." Finally, in Table 7, four of six BES personnel interviewed said they were either unfamiliar with CAPS, had very little knowledge of it, or that they were familiar but saw no results.

The overall impression generated by the data concerning the CAPS program is a negative one. Data revealed that most groups surveyed were not familiar with the CAPS program. In the case of employers only a very few, less than one out of 10, were participating in the CAPS program. Twenty-three negative comments and no positive comments were voiced during the AVTS administrator and staff interviews. Two of the three PS said the CAPS program was of no value, while four of six BES personnel voiced negative comments during their interviews. It appears that any efforts to lift the moratorium on the CAPS program and get it going again should be accompanied by stronger efforts at informing participating audiences about the program in order to help eradicate the negative impressions left after the initial implementation effort.

Table 29

Awareness, Participation, and Attitudes Concerning the Computer Assisted Placement Program by Groups

Group	Responses							
	No Response		Yes		No		I Don't Know	
	No.	%	No.	%[a]	No.	%	No.	%
Awareness of the CAPS program[b]								
AVTS Students	0	0.0	132	62.3	80	37.7	0	0.0
1974 AVTS Graduates	0	0.0	15	28.9	27	51.9	10	19.2
Parents	2	1.2	56	35.0	86	53.7	18	11.2
AVTS Administration and Staff	1	0.6	61	35.1	69	39.7	44	25.3
Someone in our firm is participating in the CAPS program.								
Employers	4	4.7	7	8.5	61	74.4	14	17.1
Does the job placement services program and the computer assisted placement services (CAPS) program represent duplication of efforts?								
AVTS Administration and Staff	4	2.3	28	16.4	35	20.5	108	63.2
Employers	7	8.1	7	8.9	6	7.6	66	83.5
BES Personnel	0	0.0	10	52.6	1	5.3	8	42.1

[a]Percentages were computed excluding the No Responses.

[b]The wording of this questionnaire item varied with the target audience; see the full questionnaires in the appendix.

While the majority of area vocational-technical school seniors were aware of Pennsylvania's Computer Assisted Placement Services (CAPS) project, the majority of the recent AVTS graduates, parents and area vocational-technical school administrators and staff were not aware of it.

Only a very small number (seven of 82, or 8.5 per cent) of the employers surveyed in this study were participating in Pennsylvania's Computer Assisted Placement Services (CAPS) project.

Slightly more than one-half of the Bureau of Employment Security personnel felt the job placement services program and the Computer Assisted Placement Services (CAPS) represented duplication of efforts while the majority of the area vocational-technical school administrators and staff and the employers responded "I Don't Know."

Question Number Eight

What were the costs of providing the components of the job placement services at a typical site?

The following section deals with cost analysis as it relates to the school-based job placement service project at School A. These ideas parallel the concepts expressed in chapter eight of Wentling and Lawson's Evaluating Occupational Education and Training Programs (1975): "Cost analysis is the least developed and most thoroughly complicated form of evaluation to be encountered by the educator or trainer" (p. 282). The reason for this is simply that it is difficult to do. Many processes are not explicit enough; the record-keeping is not accurate enough; or the benefits are difficult to define, and if they are identified are not well-documented, thereby making a cost analysis evaluation subjective at best.

At this stage in the development of the school-based job placement service model, the data available permit a basic cost analysis, which is simply an attempt to "cost out" the process of delivering the services. Advanced stages of this type of analysis can include cost-benefit analysis and cost-effectiveness analysis. Cost-benefit analysis involves "the ascertainment of costs and benefits of a single program for purposes of improving, relationship, or ratio between cost and benefits" (p. 283). The data available at this time precludes this operation because the benefits of the pilot program cannot be well documented. Future research efforts dealing with job placement projects may be able to collect data on: (1) economic benefits such as increased earnings of those placed, increased production rates by those placed, more tax dollars to local communities resulting from higher wages and productivity rates; and (2) noneconomic benefits such as improved job satisfaction by workers, improved faculty morale, and changed public attitudes toward vocational-technical education. The program is essentially in a formative stage of development and cannot be expected to yield hard data on benefits. The fact that there is no baseline data on either placement or the quality of the data that is being generated by the program precludes comparisons which could show any shifts in the success of placement (VEMIS data is not reliable enough to use as baseline). The fact that the analysis of data showed that the use of sending schools as controls was not viable in light of significant differences on key variables precludes a valid analysis of benefits.

The cost-effectiveness analysis "requires identification of costs and benefits for more than one program" (p. 283). There are a number of ways this might be done in the future.

Each of the three schools under study in the overall program could be considered as a different program. The record-keeping at the other schools was not of the quality found at School A. Therefore, cost analysis of these programs would have little value at this stage of development. However, in the future, cost-effectiveness analysis might be done between schools within the overall study. Then, too, cost-effectiveness analysis might be done comparing one or more of the schools in the study with other schools comparable on a number of criteria but not having a placement specialist.

All of the prior comments refer to analysis in two areas: analysis can apply to process--that is, it can be cost analysis of process evaluation, or it can be a cost analysis in a product evaluation. There are a number of interesting combinations.

The data that are available from the School A project permits a cost analysis of the processes involved. The actual costs can be broken out into two areas: program development and program operation expenses. In a program that is in a formative or pilot state, there are considerable program development costs which include developing materials, time spent working out processes which would otherwise be spent carrying out perfected processes, and such things as evaluation costs. The obvious program development costs may simply be broken out as totaled.

The other type of costs are program operation expenses. At this stage, there are some expenses under this category which are essentially developmental expenses and which are not obviously broken out. If we look at the summary data--Placement Anecdotal Record Survey (PARS) in the appendices--we see a fairly explicit and reasonably objective breakout of how the placement specialist spent his or her time. Salary was the primary expense. These data reflect the time spent by one individual, the program specialist. Aside from the specialist, a secretary and/or technician could be broken out separately, but this would have little utility. The percentage of time spent by the specialist in a given area can loosely be assumed to reflect the backup time of his or her staff, although there obviously is not a linear relationship between the amount of time the specialist spent on a project and the amount of time spent by his or her backup. The percentage that we see in the fourth column may be applied to the total salaries spent in the project excluding the obvious development costs. These totals and subtotals can be aggregated in a number of ways. The optimum way to aggregate the data is in relationship to the three major objectives of the program:

1. Preparation activities that will include a youth who is exiting school to obtain and retain employment; i.e., employability skills.

2. Establishment of communication with the Bureau of Employment Security and industry that will facilitate the successful entry of youth into the labor market.

3. Creation of placement and follow-up services for all youth commensurate with their abilities and interests.

If we review all of the PARS major items and subitems, we see that we can get a breakout of several logical categories, more than the three that were suggested:

Category 1 may be preparation activities. This would include only 1b (preemployability skill education).

Category 2 can be broken into two areas: Bureau of Employment Security, which would be 2 (contacts with BES) and industry contact, which would be 3 (business and industry visits), 7a (contacts with business organizations), 11a (business and industry job development), and 11b (review of newspaper want ads).

Category 3, placement and follow-up services, would include 1a (student program orientation), 1c (job matching), 1d (job placement), 4a (program orientation for faculty), 5a (program orientation for school administration and staff), 6a (orientation for PDE personnel), 9 (form concerns), and 10 (follow-up and feedback concerns). "Forms concerns" would be a heavy development item, the cost of which would probably be greatly reduced as the program continues.

Category 4 might be considered general activities including administration or evaluation. This would include 8 (data processing concerns), 12 (planning and development), 13 (professional growth), 1e (student-related problems), 4b (faculty discussions), 5b (problem review with school administration and staff), 5c (discussions with PPS director), 5d (related problems with school administration and staff), 6b (operational problems for PDE personnel), 6c (evaluation efforts by PDE personnel), 7b (contacts with other schools), and 11c (general self-initiated job development).

Category 5 could include those activities outside the project, which would include only 14 (nonjob placement service duties).

Each of the dollar amounts in the items or subitems can be totaled in each of these five categories. The resulting display, Table 30, gives us a simple and relatively complete cost analysis of the program. We know where most of the money is going.

A discussion of Table 30 is warranted. At this time, most of these categories look fairly reasonable. Category 5 is not unreasonable, and at this point of development it could be considered surprisingly low. It is hoped that Category 4 would be reduced over a period of time so that more time, which equals money, would go into the first three categories.

More specifically, we anticipate modest increases in several activities with substantial decreases in others. Areas where we would expect a modest increase would be program orientation and preemployability skills as they relate to students. Also, there should be increases in program orientation, office visits, and job development related to the Bureau of Employment Security. The placement specialist would be more active in the area of follow-up of graduates dealing specifically with job adjustment. He or she would also contact the faculty more on program orientation and general discussion of problems. We would expect that he or she would have an increased amount of contact with secondary schools and colleges, especially the feeder mechanisms to which the specialist would contribute some time. Finally, we would expect the placement specialist to organize and formalize his or her review of newspaper want ads for the region which he or she serves.

We see a substantial reduction in other areas, including problems related to contacts with students. Many of these should have been worked out by now. Also, contact with PDE representatives should be reduced substantially. There would be no more orientation concerns and external evaluation as prescribed by the PDE research and development requirements. However, internal evaluation, that is evaluation conducted by the placement specialist to assess the process and product results of the placement program, should be an ongoing activity. One could anticipate that the data processing concerns could be all but eliminated because the forms are pretty well developed. There should be relatively little time placed in modifying or revising the present forms. And finally, because the program is fairly well developed and operationally set, there will be less time placed in the planning and development of the program. In essence the major part of the time will be shifted to maintenance, updating and operational activities.

As the design of the evaluation is refined in subsequent years, benefit data will be more reliable and valid and can eventually be tied to costs so that we can go to the stage of a cost-benefit analysis. This cannot be done at this stage of development, nor can it reasonably be expected.

Selected findings from the cost analysis follows.

The general administrative activities required the most time. This amounted to 41.6 per cent of the total time; in terms of cost it amounted to approximately $11,933. One could anticipate in the continuing years that this time and cost associated with this category would decrease substantially.

Placement and follow-up services ranked second in time and total costs. Respectively, they accounted for 25.7 per cent of total time and cost approximately $7,373. It would be anticipated that this category would share a considerable amount of time subtracted from the general administrative activities in future years.

The third category, communications with BES and industry, required 24.8 per cent of the total time and cost approximately $7,114. One could project that this category would increase its proportion of total as the project gained acceptance within the school and community.

Finally, the last category, nonjob placement service duties, accounted for 0.9 per cent of the total time and approximately $258. This should remain at that level or decrease.

Table 30

Cost Analysis: Placement Anecdotal Record Survey (School A)

Category Title	PARS Activity	No. of Days	Number of Individual Contacts*	% of Total Time	Portion of Budget	Cost Per Individual Contact
Preparation activities	Pre-employment skill ed (1-b)	15.0	403	7.0	$ 2,007.95	$ 4.98
Communication with BES and industry	Contacts with BES (2)	8.0	286			
	Bus. & industry visits (3)	40.0	344			
	Bus. & ind. job develop. (11-a)	4.0	24			
	Review of want ads (11-b)	0	0			
	Contacts-bus. organization (7-a)	1.0	10			
		53.0	664	24.8	7,113.88	10.71
Placement and follow-up svcs.	Prog. orient.-student (1-a)	14.0	639			
	Job matching (1-c)	14.5	118			
	Job placement (1-d)	5.5	25			
	Prog. orient.-faculty (4-a)	1.5	90			
	Prog. orient.-admin. (5-a)	0.5	1			
	PDE orientation (6-a)	2.5	16			
	Form concerns (9)	10.0	2			
	Follow-up concerns (10)	6.5	200			
		55.0	1,091	25.7	7,372.04	6.76
General administrative activities	Student problems (1-e)	33.5	611			
	Faculty discussions (4-b)	1.5	27			
	Problem review-admin. (5-b)	1.5	3			
	PPS director contacts (5-c)	1.5	3			
	School admin. problems (5-d)	-	-			
	PDE operational problems (6-b)	2.5	10			
	PDE evaluation (6-c)	7.5	181			
	Contact-schools (7-b)	5.0	34			
	Data processing (8)	6.5	16			
	Job development-general (11-c)	0.5	1			
	Planning & development (12)	22.5	94			
	Professional growth (13)	6.5	98			
		89.0	1,078	41.6	11,932.96	11.07
Nonjob placement service duties	Nonjob duties (14)	2.0	0	0.9	258.17	N/A
Total		214.0	3,236	100.0	$28,685.00	

* Numbers are not exclusive individuals.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this research study was to evaluate the effectiveness of school-based job placement projects implemented in three Pennsylvania area vocational-technical schools during fiscal year 1975. After an introduction and a review of related literature, Chapter III presented the data collection procedures in detail. The preceding chapter presented the findings and discussions of the study as they related to the eight research questions originally posed. This chapter presents the conclusions and recommendations of the study.

Conclusions

The conclusions of this research effort are based on the findings and discussions previously presented. These conclusions are listed in accordance with their original research questions as posed in Chapters II, IV and V. Additionally, each conclusion is labeled as to whether it was based on process evaluation data or product evaluation data. The major conclusions of this research are:

1. (a)Process--In terms of activity days compiled over the fiscal year, the placement specialists did conduct job placement service activities directly in line with three of five primary process components of the model as listed in their original project proposals; however, the placement specialists spent many less activity days conducting follow-up and feedback activities.

   (b)Process--Area vocational-technical school administrators and staff and the placement specialists themselves when interviewed were reluctant to state how well the job placement services model had been implemented despite being relatively or quite familiar with it and despite being able to name and generally agree on major contributions it provided.

   (c)Product--The job placement system schools which were the subjects of this evaluation study consistently had higher placement records and lower unemployment rates than any comparable group located in the literature review.

   (d)Product--The job placement services client groups of seniors and recent graduates utilized their services much more than any other researched groups utilized their own services.

2. (a)Process--Since nearly 75 per cent of the contact time with students was related directly to the issue of securing jobs related placement, it is concluded that the placement specialist did a commendable job of carrying out their intended procedures.

(b)Product--The job placement project schools reported 68 per cent of their 1974 graduates were placed in curriculum related jobs: a 10-point advantage over groups studied in the literature review.

3. (a)Process--Nearly eight per cent of the placement specialists' time in one fiscal year was spent on follow-up and feedback activities.

(b)Product--Only one of the five planned follow-up activities was completed successfully by each of the placement specialists.

(c)Product--Project school graduates' employment percentage rates increased over time but training relatedness percentage rates decreased over time. This conclusion was based on evidence from the analysis of the follow-up studies from each school.

(d)Product--A telephone or mail questionnaire survey six months after graduation plus the maintenance of a continuous record of graduate contacts and their employment status appears to be more reliable and valid follow-up survey strategy.

4. (a)Process--The placement specialists spent 3.4 per cent of their time conducting employability skills instruction. However, such preparation activities were identified as one of the three chief objectives of the job placement system as listed in their original project proposals.

(b)Process--Methods used to teach employability skills included: (a) large group instruction, (b) small group (10 to 20) instruction, (c) individual instruction, and (d) the "How to Get a Job" learning activity package.

(c)Process--The item "More useful and higher quality employability skills" ranked third out of 20 major contributions of the placement projects named by AVTS administrators and staff members during taped interviews.

(d)Product--The control students' parents had significantly higher occupational status scores and occupational prestige scores than the experimental students' parents; therefore, the experimental and control samples were not drawn from the same population.

(f)Product--The control (nonAVTS) students attained a slightly higher mean score on the two tests of career competence maturity (occupational information and goal selection) than the experimental (AVTS) students, and both groups' mean scores were above the national norm but less than the state norm.

(g)Product--On the basis of the fact that significant differences in scores for the two career competency subtests appeared in favor of the control group students even after taking into account the parental occupational status and occupational prestige scores, it is concluded that the placement specialists did not effectively conduct employability skills instruction.

5. (a)Process--The placement specialists did conduct the majority of the planned cooperative activities with the local Bureau of Employment Security offices.

(b)Process--The placement specialists spent 31.2 per cent of their time conducting business and industry or Bureau of Employment Security contact activities, which was one of the three main objectives of the job placement projects.

(c)Product--The job placement services projects were quite successful in establishing cooperative relationships with the Bureau of Employment Security offices according to interview comments made by area vocational-technical school administrators and staff, the placement specialists, and Bureau of Employment Security personnel.

(d)Product--The job placement services projects were very successful in establishing cooperative relationships with business and industry according to their activity records, statements made in their final reports, and employers' responses to questionnaire items.

6. (a)Product--More than one-half of the area vocational-technical seniors, non-area vocational-technical school seniors, and 1974 area vocational-technical graduates agreed on the occupational information services item of providing students with descriptive information about occupations, and the majority of the area vocational-technical schools' seniors and recent graduates rated their schools' performance as good or better on all the subitems except that of providing descriptions of special tools, equipment, or instruments used on the job.

(b)Product--The majority of the area vocational-technical school students and recent area vocational-technical school graduates agreed on the importance of providing students with information on the occupational requirements, and the majority of these groups rated their schools' performance good at providing such services.

(c)Product--While more than half of the area vocational-technical school seniors and recent graduates rated five subitems under the topic of providing students with economic information about occupations as important, less than half of each of these groups rated their school as being good at providing information on fringe benefits and information on costs to workers.

(d)Product--Nine out of every 10 area vocational-technical school seniors and recent graduates surveyed felt that providing students with information on ways to locate job openings was important, and three-fourths of these respondents felt their schools were performing this function well.

(e)Product--Teachers were ranked first by the area vocational-technical school students and second by the nonarea vocational-technical students at providing occupational information exclusive of job placement services.

(f)Product--Of those students making comments about occupational information and job placement services, significant differences in the type of comments made appeared, with the area vocational-technical school students making more positive comments and fewer negative comments.

(g)Product--More than two-thirds of all nonstudent groups except Bureau of Employment Security personnel agreed that job placement services should be a major responsibility of the area vocational-technical school.

(h)Product--Although nine out of 10 recent area vocational-technical school graduates and five out of 10 area vocational-technical school administrators and staff members surveyed were aware of a written policy for job placement services, the majority of parents, employers, community contacts, and Bureau of Employment Security personnel were not aware of such a policy.

(i)Product--More than two-thirds of all nonstudent groups surveyed were aware of the functions and activities of the job placement services.

(j)Product--More than two-thirds of all nonstudent groups surveyed agreed that the job placement services should serve twelfth graders and early school leavers.

(k)Product--All nonstudent groups strongly supported the idea that job placement services should be available all year round for all students.

(l)Product--The majority of the student and nonstudent groups surveyed felt that providing students with four major types of occupational information services was either very important (5 on a 5-point scale) or important (4 on a 5-point scale).

(m)Product--Fewer employers and community contacts (a minimum of 17.0 per cent and a maximum of 28.2 per cent) than any other group surveyed felt that providing students with information on ways to locate job openings was very important or important (5 and 4 on a 5-point scale).

(n)Product--All student and nonstudent groups rated the item of providing students with economic information about occupations slightly less important than three other occupational information service items.

7. (a)Product--While the majority of area vocational technical school seniors were aware of Pennsylvania's Computer Assisted Placement Services project, the majority of recent area vocational-technical school graduates, parents and area vocational-technical school administrators and staff surveyed were not aware of it.

(b)Product--Only a very small number (seven of 82, or 8.5 per cent) of the employers surveyed in this study were participating in Pennsylvania's Computer Assisted Placement Services project.

(c)Product--Slightly more than one-half of the Bureau of Employment Security personnel felt the job placement services program and the Computer Assisted Placement Services project represented duplication of efforts while the majority of the area vocational-technical school administrators and staff and employers responded "I Don't Know."

8. (a)Process--In the one job placement services project analyzed in detail 7.0 per cent of the placement specialists' time, representing $2,008 of the project costs, was spent on preemployability skills education activities.

(b)Process--In the one job placement services project analyzed in detail, 24.8 per cent of the placement specialists' time, representing $7,114 of the project costs, was spent on communications with Bureau of Employment Security and industry activities.

(c)Process--In the one job placement services project analyzed in detail, 25.7 per cent of the placement specialists' time, representing $7,372 of the project costs, was spent on placement and follow-up services.

(d)Process--In the one job placement services project analyzed in detail, 41.6 per cent of the placement specialists' time, representing $11,933 of the project costs, was spent on related general administrative activities not part of the original project objectives, and 0.9 per cent ($258 of project costs) of his or her time was spent on nonjob duties.

Recommendations

A major conclusion based upon the results of this study was that a formalized school-based placement service can increase the probability of a student obtaining employment after graduation, and two-out-of-three times the placement will be training related. Further, students utilize such a placement service if it is available and they, along with their parents, teachers, recent graduates and employers believe the school should provide such a service.

In view of the findings and conclusions of this study and based on nearly a year's work at evaluating the three school-based job placement service programs, certain recommendations are offered by the authors.

Several recommendations addressed to the pilot job placement projects deal with maintenance of their successful practices. A logical recommendation would be that they strive to maintain the excellent job placement, training relatedness and student utilization of services rates. The job placement specialists should continue spending contact time with students in planned activities of helping place students in jobs. Certainly, the placement specialists should maintain the cooperative relationships they have planned and established with the BES and industry and improve upon certain aspects of the relationship, where appropriate.

Several recommendations are offered as suggestions for the improvement of the job placement services as studied. It is recommended that the placement specialists spend more time conducting follow-up and feedback activities, especially the planned activities. Hopefully, this will lead to more reliable and valid follow-up information about students. The placement specialists should seek to improve their employability skills instruction. Two related items include: (1) more time should be devoted to employability skills education, and (2) the expected learner outcomes of employability skills instruction should be stated in more measurable, performance-oriented terms so evaluation of that instruction can better be performed. It is recommended that the placement specialists improve their visibility within the school including, as a minimum, the circulation of a written policy statement regarding the placement service to the staff. Another recommendation is that the placement specialists reduce the amount of time, which equals money, spent on general administrative duties related to the service and increase the amount of time spent on the project's original objectives. Because of the developmental pilot phase being completed, it is anticipated that this will occur.

Finally, several specific recommendations affecting students are offered. The job placement services should provide students with more of the following occupational information: (1) descriptions of special tools, equipment or instruments used on the job; (2) information on fringe benefits of the job; and (3) information on costs to the worker such as union membership, required tools and needed equipment. It is also recommended that other students, such as peers with part-time jobs or working graduates, be incorporated into the employability skills instructional strategies.

Based on the findings and conclusions of this study, the following recommendations for further research are made.

First, it is recommended that a similar study be replicated with other client groups in schools and communities having other types of job placement services programs. In this manner a more complete and useful description of job placement services may become evident.

Second, researchers attempting similar experimental-control group research designs should use as the control group those students attending the area vocational-techinical school but not involved in the job placement services.

Third, researchers attempting to measure outcomes of the employability skills instruction should develop criterion referenced instruments to assess student performance in this area.

Fourth, efforts should be made to investigate why all groups surveyed consistently rated the item "providing students with economic information" lower than three other occupational information service items.

Fifth, an investigation into reasons why employers and community contacts rated "providing students with information on ways to locate job openings" less important than any other group surveyed should be undertaken.

Sixth, cost-benefits or cost-effectiveness studies utilizing advanced economic and noneconomic data accruing from implementation of job placement services should be completed.

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Appendix A

FY '75 Summary Data: Placement Office
Anecdotal Record Survey

Appendix A

FY'75 Summary Data: Placement Office Anecdotal Record Surveys

Placement Office Activity	School A			School B		School C	
	No. of Observations	No. of Individuals[a]	No. of Days	No. of Observations	No. of Days	No. of Observations	No. of Days
1. Contacts with students							
a. Program orientation	8	639	14	4	9	1	2
b. Pre-employability skill education	16	403	15	2	3	2	2
c. Job matching	25	118	14.5	6	19	2	2
d. Job placement	13	25	5.5	7	6	9	19
e. Related problems	38	611	33.5	7	13	5	6
2. Contacts with BES							
a. Program orientation	4	198	2	3	4	4	4
b. Discussion with BES liaison	5	6	2	1	1	7	8
c. BES offices visited by PS	4	9	2	0	0	2	2
d. Job development	1	1	.5	2	3	3	5
e. Related problems	2	72	1.5	4	6	2	2

Appendix A
(continued)

Placement Office Activity	School A			School B		School C	
	No. of Observations	No. of Individuals[a]	No. of Days	No. of Observations	No. of Days	No. of Observations	No. of Days
3. Business or industry contacts							
a. Program orientation	4	12	3	11	17	5	6
b. Job development	13	103	16	13	38	17	31
c. Follow-up of student's job adjustment	11	139	12	0	0	9	9
d. Related problems	1	2	1	0	0	0	0
e. Telephone contacts	17	88	8	0	0	0	0
4. Contact with faculty							
a. Program orientation	2	90	1.5	2	5	5	7
b. Discussions	2	27	1.5	0	0	1	1
5. Meetings with school admin. and staff							
a. Program orientation	1	1	.5	1	3	6	7
b. Review of progress and problems	3	3	1.5	1	4	2	2
c. Discussions with PPS Director	3	3	1.5	3	4	0	0
d. Related problems	0	0	0	2	3	0	0

Appendix A
(continued)

Placement Office Activity	School A			School B		School C	
	No. of Observations	No. of Individuals[a]	No. of Days	No. of Observations	No. of Days	No. of Observations	No. of Days
6. Contacts with PDE personnel or evaluators							
a. Orientation concerns	2	16	2.5	1	1	0	0
b. Operational problems	5	10	2.5	0	0	0	0
c. Evaluation efforts	8	181	7.5	2	6	7	7
7. Contacts with outside related organ.							
a. Who? _____	1	10	1	1	1	7	8
b. Who? _____	6	34	5	3	3	7	5
8. Data processing concerns							
a. Olivetti S-14 word processing machine	8	16	5	N/A	N/A	4	6
b. Tabulation of surveys	1	0	1.5	3	4	3	3
9. Form concerns							
a. Development concerns	6	0	9	2	2	8	8
b. Operational concerns	1	1	.5	1	1	3	4
c. Logistical problems	1	1	.5	1	1	1	1

Appendix A
(continued)

Placement Office Activity	School A			School B		School C	
	No. of Observations	No. of Individuals[a]	No. of Days	No. of Observations	No. of Days	No. of Observations	No. of Days
10. Follow-up and Feedback concerns							
a. Developmental concerns	0	0	0	2	2	1	1
b. Operational concerns	4	199	5	2	7	0	0
c. Logistical problems	1	1	1.5	3	6	0	0
11. Self-initiated job development							
a. Industry and business contacts	7	24	4	1	5	0	0
b. Review of newspaper want ads	0	0	0	0	0	0	0
c. Others	1	1	.5	0	0	0	0
12. Planning and development							
a. Budget	2	2	1	0	0	0	0
b. Implementation of programs	9	46	18.5	0	0	6	7
c. Others	3	46	3	0	0	0	0
13. Professional growth							
a. Review of literature	5	4	3	2	4	6	8
b. Contacts with knowledgeable individuals	0	0	0	1	1	11	13
c. Educational coursework	0	0	0	0	0	0	0
d. Professional meetings	3	94	3.5	0	0	2	2

Appendix A
(continued)

Placement Office Activity	School A			School B		School C	
	No. of Observations	No. of Individuals[a]	No. of Days	No. of Observations	No. of Days	No. of Observations	No. of Days
14. Non-job placement service duties							
a. Administrator-initiated	3	0	2	0	0	15	5
b. Others	0	0	0	0	0	1	2

[a]These data available for this school only.

Appendix B

Informed Consent and Follow-up Letters

Appendix B-1

SCHOOL LETTERHEAD

March 10, 1975

Dear Parent or Guardian:

The Pennsylvania Department of Education and the local area vocational-technical school that your son or daughter attends are very interested in evaluating the special job placement project currently operating in the school. Dr. Merrill L. Meehan of The Pennsylvania State University is conducting the evaluation study.

The name of your son or daughter has been selected on a random basis to help complete the study. The information he/she provides will help evaluate the project with the aim of improving its effectiveness.

All information provided by the student is strictly confidential and his/her name will not be associated in any way with the information given.

Your permission is requested to allow your son or daughter to participate in the study where the following instruments will be administered: 1) Job Placement Evaluation Questionnaire, 2) Career Maturity Inventory, Attitude Scale, and 3) Career Maturity Inventory, Parts 2 & 3 (Knowing About Jobs and Choosing A Job).

Please check the appropriate box below signifying your approval or disapproval of this request, sign the form in the space provided, and return in the enclosed envelope.

Thank you for your valuable assistance in helping to improve this portion of vocational-technical education for youth. You may withdraw your consent at any time. Please feel free to call me if you have any questions about this effort.

Sincerely,

Director of Vocational Education
XX XX Area Vocational-Technical School

☐ Permission Granted

☐ Permission Not Granted

Parent/Guardian Signature _____ Date _____

Appendix B-2

THE PENNSYLVANIA STATE UNIVERSITY
CHAMBERS BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

College of Education
Division of Academic
Curriculum and Instruction

April 19, 1975

Dear Student:

The Pennsylvania Department of Education and your local AVTS are interested in evaluating the job-placement project currently operating in the school. Dr. Merrill L. Meehan of The Pennsylvania State University is conducting the evaluation study.

Shortly you will be asked to respond to some questions about career attitudes and knowledge. Your cooperation in this study is greatly appreciated. All information you provide is strictly confidential and your name will not be associated with the responses.

Thank you for your time and consideration as this effort is being accomplished. Your guidance counselor or the person conducting the survey session are available to answer any questions you may have concerning the study. Please be informed that you may stop participation in the study at any time.

Sincerely,

Merrill L. Meehan
Project Director

Sirs:

I have read the above about helping to determine how well some portions of the local vocational-technical program have been operating. I understand that all information I give is strictly confidential and my name will not be associated with the information. I am willing to participate in the study and grant permission to those conducting the study to include me in the session(s).

Signed: _____

Print Name: _____

Appendix B-3

SCHOOL LETTERHEAD

April 17, 1975

Dear Graduate:

The Pennsylvania Department of Education and the Columbia-Montour AVTS are very interested in evaluating the special job placement project currently operating in the school. Dr. Merrill L. Meehan of The Pennsylvania State University is conducting the study.

Your name has been selected to help complete the study. The information you provide will help evaluate the project with the aim of improving its effectiveness.

Enclosed with this is a short questionnaire which we are asking you to complete and return in the enclosed stamped, self-addressed envelope. All information provided is strictly confidential and your name will not be associated in any way with the information you give. By returning the questionnaire you are allowing the information to be counted and analyzed.

Thank you for your valuable assistance in helping to improve this portion of vocational-technical education for youth. You may withdraw your consent to tabulate the questionnaire responses at any time. Please feel free to call me if you have any questions about this effort.

Sincerely,

Director of Vocational Education
XX XX Area Vocational-Technical School

Appendix B-4

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
CHAMBERS BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

Job Placement Evaluation Study
177 Chambers Building
Phone: 814-865-2161

May 21, 1975

Dear Employer:

About two weeks ago we mailed you a questionnaire concerning the job placement project currently operating at the local area vocational-technical school. At that time we stated that all information provided is strictly confidential.

Many other employers and community contact persons have completed and returned their questionnaires. It seems these people have welcomed the opportunity to help evaluate a portion of the vo-tech school's program. However, according to our records, you have not returned the questionnaire as yet.

Because a high rate of response is essential to the study's accuracy, we again ask for your assistance. Won't you please help us improve the job placement activities at the local vo-tech school by completing the enclosed questionnaire and mailing it to us?

For your convenience again, we have enclosed an addressed, postage paid envelope. If you have completed it and it is on its way, thank you for doing so.

Yours truly,

Merrill L. Meehan
Project Director

MLM:dr

Appendix B-5

JOB PLACEMENT EVALUATION STUDY

Third Mailing

Hi There!

HELP! We're looking for a MISSING job placement qxestionnaire. If yox've retxrned yoxr job placement qxestionnaire yox've already helped and don't need to read the rest of this message.

This message may be a little hard to read becaxse the m is missing on oxr typewriter. The bxt one key makes a big difference. If we are to have a meaningfxl sxrvey, yox are important. Oxr sxrvey is much like the typewriter. other 44 keys are fxnctioning properly,

Yox are only one person, bxt one person can really make a difference jxst as only one key made a disaster oxt of this message! Yox can still help xs by retxrning yoxr completed qxestionnaire today.

Thank yox.

Yoxrs trxly,

Merrill L. Meehan
Project Director

MLM:jj

P.S. Because we need to keypunch the information during the week of June 23rd, I would appreciate your sending the completed questionnaire in by then. A mailing label is enclosed for your convenience. thanks.

Appendix C

Job Placement Evaluation Questionnaires

Appendix C-I Student I.D. No. _____

Job Placement Evaluation Questionnaire (JPEQ)
Form S

Based on your educational experiences and those of your classmates, rate the AVTS on its performance in providing Job Placement Services (JPS). Also, rate how important you think that function or service is in meeting your needs. You are encouraged to make comments.

To answer, first read each item; then circle the number which you select on the scale provided. Try to rate each item; if you cannot rate an item, leave it blank. Last, circle the letter or letters (DK, N, Y) telling if you used the Job Placement Services (JPS).

I HAVE NOT USED THIS SERVICE - NO

I HAVE USED THIS SERVICE - YES

I DID NOT KNOW THAT THIS SERVICE OR INFORMATION WAS AVAILABLE

Information and/or Data Service

	Rate the Performance of the JPS on This Function. Excellent				Poor	How Important is This Function? Very				Not Much			
1. Providing students with descriptive information about occupations, such as:													
1a. Description of duties or tasks (nature of work).	5	4	3	2	1	5	4	3	2	1	DK	Y	N
1b. Description of special tools, equipment or instruments used on the job.	5	4	3	2	1	5	4	3	2	1	DK	Y	N
1c. Identifies other occupations that have similar skill or knowledge requirements.	5	4	3	2	1	5	4	3	2	1	DK	Y	N
1d. Opportunities for promotion or career advancement.	5	4	3	2	1	5	4	3	2	1	DK	Y	N

I HAVE NOT USED THIS SERVICE - NO

I HAVE USED THIS SERVICE - YES

I DID NOT KNOW THAT THIS SERVICE OR INFORMATION WAS AVAILABLE

	Rate JPS Performance (High → Low)					How Important Is This? (Very → Not Much)							
1e. Working conditions (e.g., indoors or outdoors, work week and schedules and working conditions, such as stress, physical settings, safety, kind of supervision or people in the work)	5	4	3	2	1	5	4	3	2	1	DK	Y	N
2. Providing students with information on the occupational requirements.													
2a. Personal requirements: interests, aptitudes, abilities, and physical qualities that can be related to characteristics of the occupation (e.g., requirements for lifting, working with detail, etc.).	5	4	3	2	1	5	4	3	2	1	DK	Y	N
2b. Preparation requirements: school subjects or courses of study; special training; work experience.	5	4	3	2	1	5	4	3	2	1	DK	Y	N

	Rate JPS Performance (High 5 4 3 2 1 Low)	How Important Is This? (Very 5 4 3 2 1 Not Much)	I DID NOT KNOW THAT THIS SERVICE OR INFORMATION WAS AVAILABLE (DK)	I HAVE USED THIS SERVICE - YES (Y)	I HAVE NOT USED THIS SERVICE - NO (N)
2c. Other requirements: licensing or certification information; information on associations or unions; information on examinations that may be required; information on special requirements such as citizenship, language, etc.	5 4 3 2 1	5 4 3 2 1	DK	Y	N
3. Providing students with economic information about the occupation:					
3a. Number of workers in the occupation and related data; industry employment, geographic distribution, self-employment, sex distribution, etc.	5 4 3 2 1	5 4 3 2 1	DK	Y	N
3b. Descriptive outlook information, including projections of demand, supply, relationship between supply and demand and factors that affect outlook (technological, economic, or demographic).	5 4 3 2 1	5 4 3 2 1	DK	Y	N

	Rate JPS Performance (High 5 4 3 2 1 Low)	How Important Is This? (Very 5 4 3 2 1 Not Much)	I DID NOT KNOW THAT THIS SERVICE OR INFORMATION WAS AVAILABLE	I HAVE USED THIS SERVICE - YES	I HAVE NOT USED THIS SERVICE - NO
3c. Information and data on earnings (beginning earnings, average earnings, and ranges).	5 4 3 2 1	5 4 3 2 1	DK	Y	N
3d. Information on fringe benefits (vacations, insurance, medical coverage).	5 4 3 2 1	5 4 3 2 1	DK	Y	N
3e. Information on costs to workers (union membership, tools and equipment, etc.).	5 4 3 2 1	5 4 3 2 1	DK	Y	N
4. Providing students with information on ways to locate job openings such as Bureau of Employment Security, want ads in newspaper, private employment agency.	5 4 3 2 1	5 4 3 2 1	DK	Y	N

5. If your responses to the above questions were based on information obtained from people other than the job placement services in this school, please circle the name(s) of those who have given you this job information:

5a. Other Students	5b. AVTS Graduates	5c. Parents	5d. Teachers
5e. School Counselors	5f. Relatives	5g. General Reading	5h. Bureau of Employment Security

6. Comments:

Appendix C-2 Student I.D. No. _____

Job Placement Evaluation Questionnaire (JPEQ)
Form CS

Based on your educational experiences in high school, please rate the school on its performance in providing occupational information. Also, rate how important you think that function or service is in meeting your needs. You are encouraged to make comments.

To answer, first read each item then circle the number which you select on the two scales provided. First rate the school in providing this information; then rate how important you feel the item is.

Occupational Information and/or Data Service

	Rate the Performance of the School on This Function.					How Important is This Function to You?				
	Excellent				Poor	Very				Not Much
1. Providing students with descriptive information about occupations, such as:										
1a. Description of duties or tasks (nature of work).	5	4	3	2	1	5	4	3	2	1
1b. Description of special tools, equipment or instruments used on the job.	5	4	3	2	1	5	4	3	2	1
1c. Identifies other occupations that have similar skill or knowledge requirements.	5	4	3	2	1	5	4	3	2	1
1d. Opportunities for promotion or career advancement.	5	4	3	2	1	5	4	3	2	1
1e. Working conditions (e.g., indoors or outdoors, work week and schedules and working conditions, such as stress, physical settings, safety, kind of supervision or people in the work).	5	4	3	2	1	5	4	3	2	1

	Rate School Performance (High → Low)					How Important is This? (Very → Not Much)				
2. Providing students with information on the occupational requirements:										
2a. Personal requirements: interests, aptitudes, abilities, and physical qualities that can be related to characteristics of the occupation (e.g., requirements for lifting, working with detail, etc.).	5	4	3	2	1	5	4	3	2	1
2b. Preparation requirements: school subjects or courses of study; special training; work experience.	5	4	3	2	1	5	4	3	2	1
2c. Other requirements: licensing or certification information; information on associations or unions; information on examinations that may be required; information on special requirements such as citizenship, language, etc.	5	4	3	2	1	5	4	3	2	1
3. Providing students with economic information about the occupation:										
3a. Number of workers in the occupation and related data; industry employment, geographic distribution, self-employment, sex dist., etc.	5	4	3	2	1	5	4	3	2	1
3b. Descriptive outlook information, including projections of demand, supply, relationship between supply and demand and factors that affect outlook (technological, economic, or demographic).	5	4	3	2	1	5	4	3	2	1

	Rate School Performance (High → Low)					How Important is This? (Very → Not Much)				
3c. Information and data on earnings (beginning earnings, average earnings, and ranges).	5	4	3	2	1	5	4	3	2	1
3d. Information on fringe benefits (vacations, insurance, medical coverage).	5	4	3	2	1	5	4	3	2	1
3e. Information on costs to workers (union membership, tools and equipment, etc.).	5	4	3	2	1	5	4	3	2	1
4. Providing students with information on ways to locate job openings, such as Bureau of Employment Security, want ads in newspaper, private employment agency.	5	4	3	2	1	5	4	3	2	1

5. Please circle the name(s) of those who have given you this occupational information.

5a. Other Students 5b. AVTS Graduates 5c. Parents 5d. Teachers

5e. School Counselors 5f. Relatives 5g. General Reading 5h. Bureau of Employment Security

5i. Others: _____

6. Comments:

Appendix C-3 Student I.D. No. _____

Job Placement Evaluation Questionnaire (JPEQ)
Form 74 G

Based on your educational experiences and those of your classmates, rate the AVTS on its performance in providing Job Placement Services (JPS). Also, rate how important you think that function or service is in meeting your needs. You are encouraged to make comments.

To answer, first read each item; then circle the number which you select on the scale provided. Try to rate each item; if you cannot rate an item, leave it blank. Last, circle the letter or letters (DK, N, Y) telling if you used the Job Placement Services (JPS).

I HAVE NOT USED THIS SERVICE - NO

I HAVE USED THIS SERVICE - YES

I DID NOT KNOW THAT THIS SERVICE OR INFORMATION WAS AVAILABLE

Information and/or Data Service

	Rate the Performance of the JPS on This Function. Excellent				Poor	How Important Is This Function? Very				Not Much			
1. Providing students with descriptive information about occupations, such as:													
1a. Description of duties or tasks (nature of work).	5	4	3	2	1	5	4	3	2	1	DK	Y	N
1b. Description of special tools, equipment or instruments used on the job.	5	4	3	2	1	5	4	3	2	1	DK	Y	N
1c. Identifies other occupations that have similar skill or knowledge requirements.	5	4	3	2	1	5	4	3	2	1	DK	Y	N
1d. Opportunities for promotion or career advancement.	5	4	3	2	1	5	4	3	2	1	DK	Y	N

I HAVE NOT USED THIS SERVICE - NO

I HAVE USED THIS SERVICE - YES

I DID NOT KNOW THAT THIS SERVICE OR INFORMATION WAS AVAILABLE

	Rate JPS Performance (High → Low)					How Important Is This? (Very → Not Much)							
1e. Working conditions (e.g., indoors or outdoors, work week and schedules and working conditions, such as stress, physical settings, safety, kind of supervision or people in the work)	5	4	3	2	1	5	4	3	2	1	DK	Y	N
2. Providing students with information on the occupational requirements.													
2a. Personal requirements: interests, aptitudes, abilities, and physical qualities that can be related to characteristics of the occupation (e.g., requirements for lifting, working with detail, etc.).	5	4	3	2	1	5	4	3	2	1	DK	Y	N
2b. Preparation requirements: school subjects or courses of study; special training; work experience.	5	4	3	2	1	5	4	3	2	1	DK	Y	N

I HAVE NOT USED THIS SERVICE - NO

I HAVE USED THIS SERVICE - YES

I DID NOT KNOW THAT THIS SERVICE OR INFORMATION WAS AVAILABLE

	Rate JPS Performance (High 5 4 3 2 1 Low)	How Important Is This? (Very 5 4 3 2 1 Not Much)	DK	Y	N
2c. Other requirements: licensing or certification information; information on associations or unions; information on examinations that may be required; information on special requirements such as citizenship, language, etc.	5 4 3 2 1	5 4 3 2 1	DK	Y	N
3. Providing students with economic information about the occupation:					
3a. Number of workers in the occupation and related data; industry employment, geographic distribution, self-employment, sex distribution, etc.	5 4 3 2 1	5 4 3 2 1	DK	Y	N
3b. Descriptive outlook information, including projections of demand, supply, relationship between supply and demand and factors that affect outlook (technological, economic, or demographic).	5 4 3 2 1	5 4 3 2 1	DK	Y	N

I HAVE NOT USED THIS SERVICE - NO

I HAVE USED THIS SERVICE - YES

I DID NOT KNOW THAT THIS SERVICE OR INFORMATION WAS AVAILABLE

	Rate JPS Performance High				Low	How Important Is This? Very				Not Much			
3c. Information and data on earnings (beginning earnings, average earnings, and ranges).	5	4	3	2	1	5	4	3	2	1	DK	Y	N
3d. Information on fringe benefits (vacations, insurance, medical coverage).	5	4	3	2	1	5	4	3	2	1	DK	Y	N
3e. Information on costs to workers (union membership, tools and equipment, etc.).	5	4	3	2	1	5	4	3	2	1	DK	Y	N
4. Providing students with information on ways to locate job openings, such as Bureau of Employment Security, want ads in newspaper, private employment agency.	5	4	3	2	1	5	4	3	2	1	DK	Y	N

5. If your responses to the above questions were based on information obtained from people other than the job placement services in this school, please circle the name(s) of those who have given you this job information:

5a. Other Students 5b. AVTS Graduates 5c. Parents 5d. Teachers

5e. School Counselors 5f. Relatives 5g. General Reading 5h. Bureau of Employment Security

6. Comments:

Based upon your educational and occupational experiences please react to the following statements about the job placement service in the area vocational-technical school (AVTS). Place a check or X in the column that reflects your response to the numbered statements.

You are encouraged to make comments in the space provided or on the back of this questionnaire.

General Information	Yes	No	Do Not Know	Comments
7. The AVT school has a program of job placement services for students.				
8. Job placement services should be a major responsibility of the AVT school.				
9. Job placement services should focus primarily on 12th grade students and early school leavers.				
10. Job placement services require the combined efforts of teachers, guidance personnel, school administration and Bureau of Employment Services to make it a useful program.				
11. Job placement services should be available on a year round basis for all students of the AVTS.				
12. I am aware of the functions and activities of the job placement services in the AVTS.				
13. I have participated in or used the functions and activities of the job placement services program in the AVT school.				
14. I am aware of the Computer Assisted Placement Services (CAPS) program in Pennsylvania				
15. I am presently unemployed; looking for a job.				

	Yes	No	Do Not Know	Comments
16. I am now working at a job that is either the same occupation as studied in high school or highly related to it.				
17. I am now working at a job that is either slightly related or completely unrelated to my high school occupation course.				

Appendix C-4 I.D. No. _____

JOB PLACEMENT EVALUATION QUESTIONNAIRE
Form P

Based upon your educational and occupational experiences please react to the following statements about the job placement service in the Area Vocational-Technical School. For Section 1 place a check or X in the column that reflects your response to the numbered statements. For Section 2 circle the number indicating how important you feel the item is; 5 is the highest rating and 1 is the lowest.

You are encouraged to make comments in the spaces provided or on the back of this questionnaire.

Before beginning please read carefully the definition of job placement services that we have used and you should use as a reference in completing this form:

JOB PLACEMENT SERVICE is a cooperative function among the school, the local Bureau of Employment Security, and industry to prepare students with information necessary to explore the various job openings; to make a formal job application through written and verbal communication and to match individual qualifications and interests against specific job requirements and openings. Also, the service provides follow-up and feedback, an assessment of the individual's perception of his/her job and the employer's assessment of the employee's performance which will then be fed back to the school as information to approve or improve its role in helping the student make the transition from school to the world of work.

SECTION 1

General Information	Yes	No	Do Not Know	Comments
1. The school has a written policy regarding job placement services provided for students.				
2. Job placement services should be a major responsibility of this school.				
3. Job placement services are or should be a function of the Student (pupil) Personnel Services program or guidance and counseling.				
4. Job placement services are or should be the responsibility of the cooperative education area or person.				
5. All job placement services should be handled by the local Bureau of Employment Services (BES).				

	Yes	No	Do Not Know	Comments
6. Students are aware of the functions of the job placement services.				
7. The activities of the job placement services program has been discussed with me by my son or daughter.				
8. Public schools should spend time and effort, and thus money, helping students about to go to work locate jobs as much as helping students about to go into college gain admission to colleges.				
9. Job placement services should focus primarily on 12th grade students and early school leavers.				
10. Job placement services require the combined efforts of teachers, guidance personnel, school administration and Bureau of Employment Services to make it a useful program.				
11. I or my spouse is aware of the Computer Assisted Placement Services (CAPS) project in Pennsylvania.				
12. I or my spouse agreed to cooperate and participate in the Computer Assisted Placement Services (CAPS) program.				
13. Job placement services should be available on a year round basis for all students.				

SECTION 2: Rate how important each numbered statement is to you by circling a number from 5 (highest rating) to 1 (lowest rating).

14. Providing students with descriptive information about occupations, such as: duties of job, special tools or equipment, promotion opportunities, and working conditions.

Very Important — Not Too Important

5 4 3 2 1

15. Providing students with information on occupational requirements, such as: personal requirements like interests, aptitudes, and abilities; preparation requirements like school courses and subjects; licensing or certification necessary; other requirements such as union membership, state or other examinations, or special language requirements.

Very Important				Not Too Important
5	4	3	2	1

16. Providing students with economic information about occupations, such as: number of workers in the occupation, geographic distribution of workers, self-employment; descriptive outlook of occupations such as projections of supply and demand; information on earnings, beginning, average, and top; information about fringe benefits; and other economic information.

Very Important				Not Too Important
5	4	3	2	1

17. Providing students with information on ways to locate job openings, such as: Bureau of Employment Security, newspaper want ads, private employment agencies.

Very Important				Not Too Important
5	4	3	2	1

OPEN COMMENTS:

Appendix C-5 I.D. No. _____

JOB PLACEMENT EVALUATION QUESTIONNAIRE
Form AS

Based upon your educational beliefs and knowledge please react to the following statements about the job placement service in this AVTS. For Section 1 place a check or X in the column that reflects your response to the numbered statements. For Section 2 please circle the number indicating how important you feel the item is; 5 is the highest rating and 1 is the lowest.

You are encouraged to make comments in the space provided or on the back of this questionnaire.

Before beginning please read carefully the definition of job placement services that we have used and you should use as a reference in completing this form:

JOB PLACEMENT SERVICE is a cooperative function among the school, the local Bureau of Employment Security, and industry to prepare students with information necessary to explore the various job openings; to make a formal job application through written and verbal communication and to match individual qualifications and interests against specific job requirements and openings. Also, the service provides follow-up and feedback, an assessment of the individual's perception of his/her job and the employer's assessment of the employees performance which will then be fed back to the school as information to approve or improve its role in helping the student make the transition from school to the world of work.

SECTION 1

General Information	Yes	No	Do Not Know	Comments
1. This school has a written policy regarding job placement services provided for students.				
2. Job placement services should be a major responsibility of this school.				
3. Job placement services are or should be a function of the Student (pupil) Personnel Services program or guidance and counseling.				
4. Job placement services are or should be the responsibility of the cooperative education area or person.				

	Yes	No	Do Not Know	Comments
5. All job placement services for students should be handled by the local Bureau of Employment Services (BES).				
6. The job placement services program has been discussed with the faculty.				
7. The job placement services program has been discussed with the students of this school.				
8. Teachers are aware of the functions and activities of the job placement services.				
9. Students are aware of the functions and activities of the job placement services program in this school.				
10. Job placement services should focus primarily on 12th grade students and early school leavers.				
11. Job placement services require the combined efforts of teachers, guidance personnel, school administration and Bureau of Employment Services to make it a useful program.				
12. Job placement services should be available on a year round basis for all students.				
13. The Computer Assisted Placement Services (CAPS) program in Pennsylvania has been discussed with the faculty.				
14. Students are aware of the Computer Assisted Placement Services (CAPS) program in Pennsylvania.				
15. The job placement services program and the Computer Assisted Placement Services (CAPS) program do not represent duplication of efforts.				

SECTION 2: Rate how important each numbered statement is to you by circling a number from 5 (highest rating) to 1 (lowest rating).

16. Providing students with descriptive information about occupations, such as: duties of job, special tools or equipment, promotion opportunities, and working conditions.

Very Important				Not Too Important
5	4	3	2	1

17. Providing students with information on occupational requirements, such as: personal requirements like interests, aptitudes, and abilities; preparation requirements like school courses and subjects; licensing or certification necessary; other requirements such as union membership, state or other examinations, or special language requirements.

Very Important				Not Too Important
5	4	3	2	1

18. Providing students with economic information about occupations, such as: number of workers in the occupation, geographic distribution of workers, self-employment; descriptive outlook of occupations such as projections of supply and demand; information on earnings, beginning, average, and top; information about fringe benefits; and other economic information.

Very Important				Not Too Important
5	4	3	2	1

19. Providing students with information on ways to locate job openings, such as: Bureau of Employment Security, newspaper want ads, private employment agencies.

Very Important				Not Too Important
5	4	3	2	1

OPEN COMMENTS:

I.D. No. _____

JOB PLACEMENT EVALUATION QUESTIONNAIRE
Form ECC

Based upon your occupational experiences and your educational beliefs please react to the following statements about the job placement service in the local area vocational-technical school. For Section 1 place a check or X in the column that reflects your response to the numbered statements. For Section 2 please circle the number indicating how important you feel the item is; 5 is the highest rating and 1 is the lowest.

You are encouraged to make comments in the spaces provided or on the back of this questionnaire.

Before beginning please read carefully the definition of job placement services that we have used and you should use as a reference in completing this form:

> JOB PLACEMENT SERVICE is a cooperative function among the school, the local Bureau of Employment Security, and industry to prepare students with information necessary to explore the various job openings; to make a formal job application through written and verbal communication and to match individual qualifications and interests against specific job requirements and openings. Also, the service provides follow-up and feedback, an assessment of the individual's perception of his/her job and the employer's assessment of the employees performance which will then be fed back to the school as information to approve or improve its role in helping the student make the transition from school to the world of work.

SECTION 1

General Information	Yes	No	Do Not Know	Comments
1. The local area vocational-technical school (AVTS) has a written policy regarding job placement services provided for students.				
2. Job placement services should be a major responsibility of the local AVTS.				
3. Job placement services are or should be a function of the Student (pupil) Personnel Services program or guidance and courseling area in the AVTS.				

	Yes	No	Do Not Know	Comments
4. Job placement services are or should be the responsibility of the cooperative education area or persons in the local AVTS.				
5. All job placement services for students should be handled by the local Bureau of Employment Services (BES).				
6. Job placement services should focus primarily on 12th grade students and early school leavers.				
7. Job placement services require the combined efforts of teachers, guidance personnel, school administration and Bureau of Employment Services to make it a useful program.				
8. Job placement services should be available on a year round basis for all students in the local AVTS.				
9. The AVTS job placement services program has been discussed with someone in my firm or organization.				
10. I am aware of the functions and activities of the job placement services in the local AVTS.				
11. Our firm or organization has utilized the AVTS job placement services in hiring and/or placing a student with us.				
12. If yes to no. 11, to the best of my knowledge the job placement services program has functioned satisfactorily.				
13. Someone in my firm or organization is participating in the Computer Assisted Placement Services (CAPS) program in Pennsylvania.				
14. The job placement services program and the Computer Assisted Placement Services (CAPS) program do not represent duplication of efforts.				

SECTION 2: Rate how important each numbered statement is to you by circling a number from 5 (highest rating) to 1 (lowest rating).

15. Providing students with descriptive information about occupations, such as: duties of job, special tools or equipment, promotion opportunities, and working conditions.

Very Important — Not Too Important

5 4 3 2 1

16. Providing students with information on occupational requirements, such as: personal requirements like interests, aptitudes, and abilities; preparation requirements like school courses and subjects; licensing or certification necessary; other requirements such as union membership, state or other examinations, or special language requirements.

Very Important — Not Too Important

5 4 3 2 1

17. Providing students with economic information about occupations, such as: number of workers in the occupation, geographic distribution of workers, self-employment; descriptive outlook of occupations such as projections of supply and demand; information on earnings, beginning, average, and top; information about fringe benefits; and other economic information.

Very Important — Not Too Important

5 4 3 2 1

18. Providing students with information on ways to locate job openings, such as: Bureau of Employment Security, newspaper want ads, private employment agencies.

Very Important — Not Too Important

5 4 3 2 1

OPEN COMMENTS:

JOB PLACEMENT EVALUATION QUESTIONNAIRE
Form BES

Based upon your experience, knowledge and beliefs please react to the following statements about the job placement service in the local area vocational-technical school. For Section 1 place a check or X in the column that reflects your response to the numbered statements. For Section 2 please circle the number indicating how important you feel the item is; 5 is the highest rating and 1 is the lowest.

You are encouraged to make comments in the spaces provided or on the back of this questionnaire. Harrisburg office personnel and district managers should respond on the basis of making plural references to the area vocational-technical school.

Before beginning please read carefully the definition of job placement services that we have used and you should use as a reference in completing this form:

> JOB PLACEMENT SERVICE is a cooperative function among the school, the local Bureau of Employment Security, and industry to prepare students with information necessary to explore the various job openings; to make a formal job application through written and verbal communication and to match individual qualifications and interests against specific job requirements and openings. Also, the service provides follow-up and feedback, an assessment of the individual's perception of his/her job and the employer's assessment of the employees performance which will then be fed back to the school as information to approve or improve its role in helping the student make the transition from school to the world of work.

SECTION 1

General Information	Yes	No	Do Not Know	Comments
1. The local area vocational-technical school (AVTS) has a written policy regarding job placement services provided for students.				
2. Job placement services should be a major responsibility of the local AVTS.				
3. Job placement services are or should be a function of the Student (pupil) Personnel Services program or guidance and counseling area in the AVTS.				

	Yes	No	Do Not Know	Comments
4. Job placement services are or should be the responsibility of the cooperative education area or persons in the local AVTS.				
5. All job placement services for students should be handled by the local Bureau of Employment Services (BES).				
6. Job placement services should focus primarily on 12th grade students and early school leavers.				
7. Job placement services require the combined efforts of teachers, guidance personnel, school administration and Bureau of Employment Services to make it a useful program.				
8. Job placement services should be available on a year round basis for all students in the local AVTS.				
9. The AVTS job placement services program has been discussed with someone in our office.				
10. I am aware of the functions and activities of the job placement services in the local AVTS.				
11. Does the job placement services program and the Computer Assisted Placement Services (CAPS) program represent duplication of efforts?				
12. Has the AVTS job placement project improved BES relations with students?				
13. Has the AVTS job placement project improved BES relations with the AVTS teachers?				
14. Was the joint placement effort responsible for needless overlapping of employer contacts?				
15. Does the question of who gets "credit" for a student placement hinder placement efforts?				

	Yes	No	Do Not Know	Comments
16. Has the percentage of BES staff time for placement of AVTS students increased as a result of the local AVTS job placement project?				
17. Has the percentage of BES staff time for placement of AVTS students decreased as a result of the local AVTS job placement project?				
18. Has the joint placement effort resulted in increased employers' use of BES services in the past year?				
19. Without looking up data, in your opinion did the AVTS and BES joint placement effort increase the number of students placed in jobs this past year?				
20. Do you feel the pilot placement project should be continued?				

SECTION 2: Rate how important each numbered statement is to you by circling a number from 5 (highest rating) to 1 (lowest rating).

21. Providing students with descriptive information about occupations, such as: duties of job, special tools or equipment, promotion opportunities, and working conditions.

Very Important — Not Too Important

5 4 3 2 1

22. Providing students with information on occupational requirements, such as: personal requirements like interests, aptitudes, and abilities; preparation requirements like school courses and subjects; licensing or certification necessary; other requirements such as union membership, state or other examinations, or special language requirements.

Very Important — Not Too Important

5 4 3 2 1

23. Providing students with economic information about occupations, such as: number of workers in the occupation, geographic distribution of workers, self-employment; descriptive outlook of occupations such as projections of supply and demand; information on earnings, beginning, average, and top; information about fringe benefits; and other economic information.

Very Important				Not Too Important
5	4	3	2	1

24. Providing students with information on ways to locate job openings, such as: Bureau of Employment Security, newspaper want ads, private employment agencies.

Very Important				Not Too Important
5	4	3	2	1

OPEN COMMENTS:

Appendix C-8

Selected JPEQ Comments by Groups

AVTS Students:

"I believe that the JPS is doing a great job in finding jobs for the students, also helping us and the employer understand the benefits and earnings we should be getting."

"I believe they are trying their best to find jobs for everybody that is interested, its just that there is not enough jobs for everybody to get one."

"This is the first year that I have known about this (JPS) and I really have no knowledge of the JPS function."

"If possible students should be talked to in their shop areas - Have people in the working areas come in and talk."

Non-AVTS Students:

"The exam would have better results if all seniors had taken the employment preparation class for one semester. I took it and this is where I found most of my information about jobs."

"I work outside as an assistant maintenance man. I am presently planning to go into the engineering field. I'm on a work study program now where I can get out of school early."

"I felt this test was very worthwile. I think our school could have done a better job at trying to create job opportunities for us. I hope they do a better job next year for the kids that are still in school."

"Our school does not have a general program to teach about jobs. If you ask for help it is usually given. I did not ask, for we do not have enough counselors in our schools. The ones we have little time left."

1974 AVTS Graduates:

"I think that the JPS is a very benefical & very helpful to a lot of students who are looking for a way to get a bit of a background about a certain job opportunity. I enjoyed the program & it was very beneficial to me."

"The people involved in our JPS program were very helful in placing me in the job of my choice. I am presently employed in the coal industry and very pleased with my job and the effort put forth by our JPS program to insure that my choice of jobs was the right one."

"The Job Placement office did get me a job that was highly related to the occupation that I studied in high school."

"Job placement services should make sure that students are not getting ripped off at pay day-doing a lot of work & not getting much money for it, that's what happened to me."

Parents:

"Job placement services in my home school have aided my daughter tremendously. They had offered her the knowledge and confidence in obtaining a job in her major field of which neither of us, her parents, were qualified to aid her. I was most impressed to learn how the personnel in this program, including her teacher-instructor, showed so much personal concern in helping her obtain a job through this program."

"From what our son tells us about the Job Placement Service we both agree that it is a very good thing to have in a school. We also think that a school that does not have a Job Placement Service should get one, and a school that has one should keep it."

"You must expose the placement service more to enable students to be exposed to the literature."

"There is not enough stress put on employers as to how many hours a person on job placement is to work. My daughter had to work 11-12 hours a day where she was placed. They exploited her and were very cruel. This kind of employer needed more investigative work done before sending a student out."

AVTS Administrators and Staff

"I find it incomprehensible that a vocational-technical school will not have a job placement office next year. It is inconsistent with all our philosophy & objectives of preparing students for the world of work! To have job placement functions taken over by pupil personnel or cooperative education area indicates a total ignorance of the duties and operations of all three areas! While they may overlap in some area (for student's interests), they are as separate as job placement is from the vocational teacher's role. All four must exist and work together if we are truly functioning for the student's benefit. It is amazing how often we allow politics to lead us away from decisions which will truly serve our students."

"The placement services offered by this school has been a great help in structuring a program that has been neglected by the school."

"I really don't know (but would like to) much about this program. I don't know whether that is my fault or the school's fault or the program's fault."

"There is definitely a need for more information about the placement office."

Employers and Community Contacts:

"Mr. XX has placed a boy with me that I am highly satisfied with. He pre-screened the applicants and had the best for me to choose from which saved my time and gave me the person I wanted."

"We found your job placement program and its personnel very cooperative and helpful in meeting our needs this past year. As we are not a 'local' employer, I'm sure that employers in the local area find it all the more beneficial."

"Schools should place students where possible but should endeavor to learn and understand employment controls and procedure of area employers."

"If a student wants a position he will find the way. He will also ask what wages will be - fringes, working hours, vacations, etc. As a rule (he) will not work 3-11 or 11 to 7. Nowhere do you mention what he will give in return. Ability, attitudes, efforts, absenteeism, habits? Has he been instructed - Re:Profits & loss. Is he willing to work & be productive for the company?"

Bureau of Employment Security Personnel:

"The school-based job placement pilot program was established as a cooperative endeavor - a partnership between BES and AVTS on behalf of students and employers."

"(I) Believe that the program will continue to become more successful as AVTS placement officer & BES Interviewer recognize the strengths and limitations of each other's program. Working together cooperatively with more background experience in combined efforts will aid in additional successful placements."

"I would expect that all cooperative efforts in respective areas are determined by the cooperative spirit of the individuals involved on the local scene, that includes both BES & AVTS."

"The main problem with the project is adhering to the strict placement policy that BES must follow to get credit for a placement."

Appendix D

Recordings About Placement Services Materials

Recording About Placement Services (RAPS)
Interview Agreement

This Agreement, entered into on ___/___/ 75, is between _____ and Ernest Hinderliter or Dr. Merrill Meehan, chief investigator for the Evaluation of Three School-Based Job-Placement Projects in Pennsylvania, and faculty members of The Pennsylvania State University.

It is agreed that the taping of this interview is for the convenience of the interviewer and interviewee in the collection of data for evaluating the School-Based Job-Placement Projects in Pennsylvania, as per a grant from The Research Coordinating Unit of the Pennsylvania Department of Education. It is agreed that during the transcription of these tapes all references to particular names will be removed, and after verification of the accuracy of the transcription, the tapes will be erased.

It is also agreed that the interviewee may at any point in the interview request that his/her responses not be recorded, and that only the primary investigator will review the tape.

In addition, the interviewee may review the tape if so desired upon request.

_____	_____
Interviewee	Interviewer
_____	_____
Title	Interviewer
_____	_____
Address	Date
_____	_____
Date	Tape #

Recording About Placement Services (RAPS)
Interview Guide
Form BES

1. Were placement services previously available to school officials and students?

   If so, by who?

2. Are you familar with the Computer Assisted Placement Program (CAPS)?

   How affective do you feel this program has been?

3. Has the present job placement program improved relationships among the BES and the school, and employers?

4. Has the amount of staff time required by AVTS students increased or decreased as a result of the job placement program?

5. Has this resulted in an increase or decrease of students registered and placed by your office?

6. Has the program resulted in an increase of employer usage of the BES?

7. What changes would you recommend in the model to improve services and programs between your office and the AVTS?

8. Do you have any related concerns that you would like to mention at this time?

Recordings About Placement Services (RAPS)
Interview Guide
Form PS

1. What placement arrangements were available to students before this project was implemented?

2. Has this program increased the number of students placed?

3. What major contributions has this project contributed to this school?

4. Could these have been accomplished in another way?
   By whom or what?

5. Have there been any problems created by this project?

6. How well has the model been implemented?

7. How helpful or reluctant to help have the BES, school staff, and students been to implement this model?

8. What portions of the model have you found to be the most difficult to implement?

9. What changes, if any, would you make in this model?

10. Are there any other problems or comments that you have found related to the program that you would like to mention?

Appendix D-4

Recording About Placement Services (RAPS)
Interview Guide
Form A & S

1. How familar are you with the job placement model that has been implemented in your school?

2. Has this model been a worthwhile project?

   Why?

3. How have you been involved with this project?

4. What have been the major contributions of this project to your school?

   Your students?

5. Could these have been accomplished in another way?

   By whom or what?

6. How has this project affected you and the rest of the school?

7. Have there been any problems created by this project?

8. How well has the model been implemented?

9. Are you familar with the Bureau of Employment Security?

   Do you feel there is an overlapping of efforts between the BES and placement specialist in your school?

10. Have you come into contact with the CAPS project?

    Do you feel there is an overlapping of efforts between that program and the job placement program in your school?

11. Are there any other problems or comments that you would like to mention?

Appendix D-5

Interview Summaries

The individuals involved in the research and development of the job placement services model defined certain premises in regard to the delivery of effective placement services. One stated that those responsible for the operational aspects of the program, be they internal or external to the school, must have congruent attitudes about certain job placement concepts and procedures.

To compare opinions among groups of individuals who were directly or indirectly responsible for the administration and operation of the job placement services program, a sample of individuals from the area vocational-technical schools and the Bureau of Employment Services (BES) were interviewed. The interviews were conducted at each individual's place of work by one person from the evaluation project staff. Predetermined questions were developed and individuals were asked to respond to those questions. The questions related to implementation, operational procedures and problems, overall effectiveness of efforts, and methods to minimize the duplication of efforts.

The number of individuals involved included the three job placement services staff, 35 members of the faculty and administration of the three schools, and six members of the BES. Conducted in each group's respective agency, the interview time amounted to a total of approximately 14 hours. The questions asked are found in Appendix D. Eleven questions were asked of the administration and staff, eight questions were asked of the BES, and 10 questions were asked of the placement specialists.

Interviews With the Bureau of Employment Security

The responses to the selected questions of the Bureau of Employment Security personnel are presented in the following narrative.

In answer to the question of whether BES placement services were previously available to the three schools, the majority interviewed indicated that, primarily due to funding and personnel reductions, certain counseling and testing services were reduced considerably in the past three years. One person indicated that prior to continuing with implementation of the project, a BES person was assigned to the AVTS on a part-time basis to assist in placement activities.

Individuals were asked whether they were aware of the Bureau of Vocational Education's sponsored Computer Assisted Placement program, and whether it was effective in meeting its objectives. One individual indicated no familiarity and another little knowledge while two indicated familiarity but were not aware of the results.

The third question asked if the project improved the relationship between the BES and the school and employers. The majority indicated that cooperation between the two agencies improved, with two responses pointing out the fact that the project assisted in publicizing the BES services. One individual indicated the program increased placement efficiency for the graduates.

When asked if the amount of staff time required by AVTS students increased or decreased as a result of the project implementation, the answers varied. Two individuals indicated less time and three persons stated that there was a slight increase.

Individuals were asked if the program resulted in an increase in the number of placements and/or registrations with the BES. One response indicated that the program hindered the efforts of the BES while one stated the increased placements justified BES at the school. Two individuals indicated a higher number of placements, one indicated only a slight increase and one indicated no change.

No response was given to the question asking whether industry increased their use of the BES as a result of the program operation.

No specific answers were given to the question, "What changes do you feel would be beneficial for the model?" Two individuals indicated that the job placement specialist should do everything up to actual placing a person in a job. Another response indicated a need for a better definition of placement in order for BES to carry out its role. Also, a better definition is needed in regard to the confidentiality of employer requests. One individual felt that a better system is needed to acquaint the students with BES services.

To obtain tangential or specific but previously unmentioned concerns, the following were identified. One individual was concerned about the direct employer contact, that is, a firm's contacting the school about a need for an employe and thus bypassing the BES. The credit definition again appeared to be a concern. The cooperative model creates a problem in this area as far as BES is concerned, for many times BES participated in certain preplacement processes but did not receive placement credit because of a technicality in the final job-matching process.

In summary, there was a consensus that the cooperative model increased communications between the BES and the AVTS, and attempted to solidify a working relationship. The working relationship, although hindered by differing agency objectives, has improved when comparing the relationship prior to the model's implementation. It was worth noting that the school which had a BES person located at the school for a major portion of the school year and the school which on a periodic basis involved the BES person in orientation and cooperative job-matching and job development activities showed a more positive attitude toward the cooperative efforts than the school which did not involve the BES in those placement activities. The need for a definitive local, state, or federal regulation to support this cooperative effort did not exist, although the model prescribed that such a relationship be developed.

Interviews With Job Placement Specialists

The second group of individuals taking part in the interview process were the job placement specialists. These individuals were asked questions pertaining to various aspects of the model, operational procedures and related concerns.

The first question related to previous placement arrangements established by the school. Three responses from one school indicated that a formalized placement program did not exist, and if there was a person identified to perform placement services it was a secondary objective. In the other school a formalized program did exist and was expanded and improved as a result of the model implementation. Specifically, this resulted in an expansion of job placement services for business education students in the related sending schools. The representative from the third school did not respond to the question.

Another question asked whether this program increased the number of students placed in jobs. Two school representatives indicated that it definitely increased the number of placements. The representative from the school who did not respond to the first question regarding previous school placement efforts also failed to respond to this question.

When asked what major contributions resulted from the project, the program specialists provided the following responses. One specialist stated that there was a greater degree of contact with industry resulting in increased job development activities. Also, he expressed the belief that the area vocational school became more visible to the business and industry community. Two school specialists indicated that the students were able to identify with someone who was concerned and willing to help them find suitable employment, and students were receiving more employment information. One representative expressed the belief that the matching of students with jobs was the major contribution and that the program provided the opportunity for a system of follow-up of the cooperative education students.

In response to the question of whether there were alternative ways of accomplishing the major project contributions, no alternatives were offered, but one comment reinforced the concept that effective job placement services require a full-time person to coordinate the services. A somewhat extraneous answer was offered by one specialist who stated another representative indicated that cooperative education has different objectives.

There was no response to the question dealing with problems created by the presence of a job placement specialist. However, responses to other questions reflected certain problems in communications and cooperative relationships within the schools and with agencies outside the school.

In answer to the question as to how well the job placement program was implemented, two specialists responded by citing specific weaknesses in procedures rather than giving a rating. Specifically, one statement reflected a need to invite other BES personnel to the workshop sessions. This involved a region where three local offices existed but the job placement services only worked with one office in a formal cooperative manner. In addition, this same individual indicated a need for stronger local administrative support including local funding. The other specialist expressed a need for a greater emphasis on orientation sessions presumably for faculty and BES personnel. Further, the individual indicated that traveling to and from schools to provide job placement services created certain problems.

The job placement specialists were asked to express their assessment of the help rendered by the BES. One individual considered BES very receptive to the overall program, citing their willingness to work with students and with the job placement specialist in contacting industry and assisting in student orientation to the BES role and function. The one school expressed the belief that the BES must improve its procedures in working with students. Further, the individual felt that the BES regulations in regard to placement credit hindered the cooperative efforts. Finally, the one school which had a designated BES person working in the school with the job placement services specialist indicated that this working arrangement was very beneficial.

In answering the question as to the most difficult portion of the model to implement, only one person responded. The one individual commented that the student interviewing and the preemployment skills training was very time-consuming. The two other representatives did not respond to the question.

The responses to the question, "What changes would you make in the model?" included the following. One specialist indicated a need to define whether cooperative education is a part of the job description for the job placement specialist. Another point reflected a need to have a feedback system for defining what other job placement activities exist in the state. This individual's final suggestion was to include younger students in the placement service activities. Another representative felt that a full-time BES employe should be located at the school in May and June and added that the individual should be young and relate well to youngsters. Interestingly, other individuals in this school were of the opinion that the presence of a BES person was not necessary. The third specialist felt that various other duties unrelated to job placement but a part of regular faculty duties should be eliminated, and added travel time should be lessened.

The final question concerned other related problems or concerns that they felt were important and should be addressed.

Two schools indicated that the Bureau of Vocational Education's CAPS program was very time consuming and provided no assistance in fulfilling their job placement duties and responsibilities. The CAPS program has been discontinued.

There was a feeling that although the program had been in operation for more than a year, there still were program visibility problems within the school, and it was the feeling that some individuals were still continuing to function as placement officers in disregard of the designated job placement specialist as coordinator of that service.

It was felt that child labor laws should be reviewed in light of present day situations. Also, maybe some students should not be placed because of poor performance. Further, it was indicated that some students should be placed in menial jobs not related to their training. Better relationships were needed among sending schools. The job placement service could work with younger students to help them in developing long-range goals, and could branch out to sending schools and adult education. It was also felt that the BES and school should work out agreements in regard to funding for services.

To summarize, the majority of the responses indicated that the job placement services program was making positive contributions towards assisting the school in meeting the community and employer needs. But most of all those services provided the graduates with assistance in making the transition from school to the world of work. There was an expressed feeling that students had someone looking out for them as they planned to enter the labor market and someone who was providing information and facilitating their efforts in deciding on employment. However, negative aspects were also revealed which certainly bear attention and hopefully eradication in future efforts. Certainly the job placement specialist's role definition within the educational, administrative, and faculty structure needs further clarification. The relationships between the guidance and cooperative education sectors needs clarification. This is certainly a demanding and formidable task but one which must be addressed to improve the efficiency of job placement services. Additionally, the functions and definitions in regard to the school and BES representatives and functions would appear to demand policy and regulating action. The relationships between the specialist and the BES liaison at two schools could be considered a productive effort, with the third school less productive but certainly increasing the efficiency of the services to students looking for jobs.

Interviews With Faculty and Administration

The last group interviewed included the faculty and administration of the three AVTSs. Thirty-five individuals were interviewed about 11 questions.

The first question involved their familiarity with the project. Of the 33 responses to this question, 19 indicated that they were very familiar and worked closely with the project staff. Eleven said that they were relatively familiar with what the specialist does, and three indicated an awareness but not with all aspects.

In terms of the project's being worthwhile there were a number of positive statements, 24 in all, indicating that the project was essential towards carrying out the objectives of the school and was considered to be the key link in the transition from school to work.

In defining the faculty and administration involvement in the program, the general reaction was that of their being supportive to the job placement services program by providing information for job placement, working closely with program staff, and just orientation and interest. Eleven statements reflected definitive knowledge of the respective individual's role in regards to the placement program.

Responding to the question of major contributions from the job placement services project to the school and the students, 21 comments were offered. Summarizing, they appear to indicate that there is greater openness among the placement specialist, faculty, and administration. Specifically, they indicated

the willingness on the part of the specialist to discuss problems with the faculty and that the project has had a positive effect on student confidence and motivation. Two individuals indicated that younger students have identified this as being an incentive, seeing that if they complete their education and training like the seniors, they will receive assistance with their post-high school job plans. It has provided a greater visibility between the school and the industrial community. Individuals from three schools indicated it provided feedback to teachers for curriculum improvement to better meet the short-term and long-term needs of the students and employers.

In answering the question as to whether the job placement could be accomplished in another way, no specific answers were given. In the one school which had the least contact with the BES, one response was to have a BES person located in the school.

A common response to the question relating to how the project affected the selected faculty, administration, school was that it filled a void in the total educational program and that it had a positive attitudinal effect on those students who benefited from the program. The one school which previously had a formal placement program indicated that the project expanded and further developed services to students.

To the question dealing with problems created by the placement services at two schools, individuals indicated that the operation of a job placement service program created a competitive attitude among sending schools and that the AVTS was viewed as a threat to their own efforts. Also, two schools cited that certain faculty did not refer students and/or jobs to the job placement office.

In responding to how well the model was implemented, there were no direct answers. It was indicated that the cooperative procedures between the school and BES at the one school were limited. Also, one school said others within the school indicated that the model was inclusive and the in-service activities were helpful.

Answering the question as to whether the project and BES overlap activities, one individual explained that there was a strong overlapping and another a slight overlapping. Two individuals said they were cooperative and two viewed it as assisting the BES. There were individuals in the three schools who felt that the two were different with respect to the services offered and objectives.

The question dealing with the CAPS program and its relationship to the project resulted in the following observation. There was a feeling that it was too removed from the student and that the efforts to become involved resulted in no benefits. In fairness to the CAPS program, it was considered in a developmental and/or experimental stage.

The final question asking for problems and comments resulted in a number of iterative points mentioned previously in addition to the new concerns. A major concern appeared to be that there exists a need for a better orientation procedure for faculty and administration. Related to that point was the expressed need for greater visibility and publicity.

A few individuals at the one school expressed the feeling that there was a lack of administrative support. Another concern dealt with the desire to expand the services to adult education.

Summarizing, the responses by the faculty and administration indicated positive support for the operation of job placement services programs. They viewed this as a logical extension of the educational program and indicated that in a number of cases it appeared to provide feedback for curriculum modification. Further, it was indicated it improved the relations and visibility with employers and the community. Major concerns focused on certain instances where there needed to be improved support and cooperation within the school. Possibly, due to the relative newness of the project this should be expected, and as the program continues this condition should improve. The responses to the cooperation between the school and BES appeared to reflect a need for continued improvement and better definition of roles and functions.

Commentary

In reviewing the responses of the three groups, there were many common responses to those questions asked. Significantly, it appears that all three groups generally agree that the project was essential for assisting the school in carrying out its objectives. Further, they viewed this program as a key link in assisting the student in entering the work force.

There was a concern by those in the schools that clearer definitions need to be outlined in regard to the relationship of the job placement services and the cooperative education sector and guidance and counseling. Also, in regard to the cooperative arrangements between the BES and the school, there appeared to be a consensus that the efforts were important and valuable for both agencies. However, although progress was noted in developing cooperative arrangements, there were expressed needs for improvement. Specifically, the different agencies' rules and regulations need to be reviewed and examined so that they can be more of an assistance rather than, as in some instances, a deterrent to working cooperatively.

Finally, the many problems identified would appear to be minor, and as the project continues with experience and increased visibility they hopefully will be solved. Certainly the consensus on the importance and apparent success of this project in terms of serving the job placement needs of the many students who sought full-time employment merits efforts towards continuation and improvement of the program.